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ABSTRACT

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on careers and further education. Findings from the survey of 1992-93 graduates, based on responses from 52.5% of the 232 alumni surveyed, included the following: (1) over 40% of the respondents were employed full time in jobs related to their fields of study at PVCC; (2) 66.3% were satisfied and 17.5% were very satisfied with their current jobs; (3) jobs held by the largest percentage of survey respondents included nurse (31%), secretary (10.3%), sales clerk (5.7%), and business manager (4.6%); (4) the average annual salary earned by 1992-93 graduates was \$20,074, and the median salary was \$21,000; (5) 44.8% of the graduates earned between \$20,000 and \$30,000 per year; (6) females reported higher mean and median salaries than males, and minorities reported higher mean and median salaries than white respondents; (7) older students generally earned more than younger students; (8) almost 89% of the respondents believed that PVCC provided excellent (38.6%) or good (51.8%) academic preparation for jobs; (9) almost all survey respondents felt they were academically better prepared (32.9%) or equally prepared (64.7%) in comparison to other employees within the same career fields; (10) over 40% were continuing their education at four-year colleges or universities; and (11) the most popular fields of study at four-year institutions were business administration, English, history, biology, civil engineering, computer science, education, human development, and social work. The survey instrument is appended. (KP)

PIEDMONT VIRGINIA COMMUNITY COLLEGE



Follow-Up Survey of PVCC Graduates of the Class of 1992-93

**Office of Institutional
Research and Planning
Piedmont Virginia
Community College
Charlottesville, Virginia**

**Research Report
Number 6-94**

August 1994

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**FOLLOW-UP SURVEY OF PVCC GRADUATES
OF THE CLASS OF 1992-93**

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Research Report No. 6-94

August 1994

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1992-93

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other colleges and universities, and the impact PVCC has had upon the careers and further education of its graduates. Information from the survey is used to improve academic programs and college services.

This study reports the results of the eighteenth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1992-93 (those students graduating from PVCC in Summer Semester 1992, Fall Semester 1992, and Spring Semester 1993). In terms of format and content, it is similar to previous studies. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

Graduates were surveyed approximately eight months after graduation (see Appendix A). The reason for waiting this long was to allow time for graduates to secure jobs and enroll in colleges or universities. Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 232 graduates of the class of 1992-93, 122 returned completed surveys for a response rate of 52.6%. This was an increase over the previous year's response rate and slightly less than the average of the past six surveys: 1991-92 (46.4%), 1990-91 (54.2%), 1989-90 (48.2%), 1988-89 (54.2%), 1987-88 (57.1%) and 1986-87 (61.2%).

As can be seen in Table 1, the response rates by sex, race, age, and residence, varied somewhat from the overall response rate. Females were more likely to complete surveys than males. Asian Students (66.7%) and African-American students (54.5%) had a higher response rate than white students (52.5%). Asian and African-American students were the only minorities who responded to the survey. Older students had a much higher response rate than younger students. The highest response rate was from graduates residing in Buckingham County (75.0%) and the lowest from those residing in Nelson County (20.0%). All service region localities except Nelson and Louisa Counties had over 50.0% response rates. Those graduates residing in Virginia, but outside the PVCC service region, had a higher response rate (57.1%) than those residing within the service region.

Graduates in the occupational/technical curricula had slightly higher response rates (51.2%) than those in the college

transfer curricula (50.8%).¹ As can be seen in Table 2, graduates receiving the AA degree had the highest response rate (73.9%), followed by those receiving the AAS degree (53.8%) and the AS degree (45.3%). The lowest response rate was from graduates receiving certificates (43.3%).

Demographic and enrollment characteristics of survey respondents were similar for both graduates and survey respondents. In terms of sex, most graduates were female (62.9% of graduates and 63.9% of respondents), and in terms of race, most were white (87.1% of graduates and 86.9% of respondents). The largest grouping of graduates were between the ages of 25 and 34 (34.5% of graduates and 23.0% of respondents). The service region locality with the largest percentage of graduates was Albemarle County (42.7% of graduates and 44.3% of respondents).

The greatest majority of both graduates and respondents received either the AS degree (40.9% of graduates and 45.3% of AS respondents), or the AAS degree (39.2% of graduates and 53.8% of AAS respondents). The remainder received AA degrees (9.9% of graduates and 73.9% of AA respondents), and certificates (12.9% of graduates and 43.3% of certificate respondents).

Because the response rate from graduates was over 50% and because in most instances demographic and enrollment characteristics mirrored those of all graduates, information

¹College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

contained in this study is likely to be representative of all graduates of the class of 1992-93.

EMPLOYMENT

Approximately 40% of all 1992-93 PVCC graduates responding

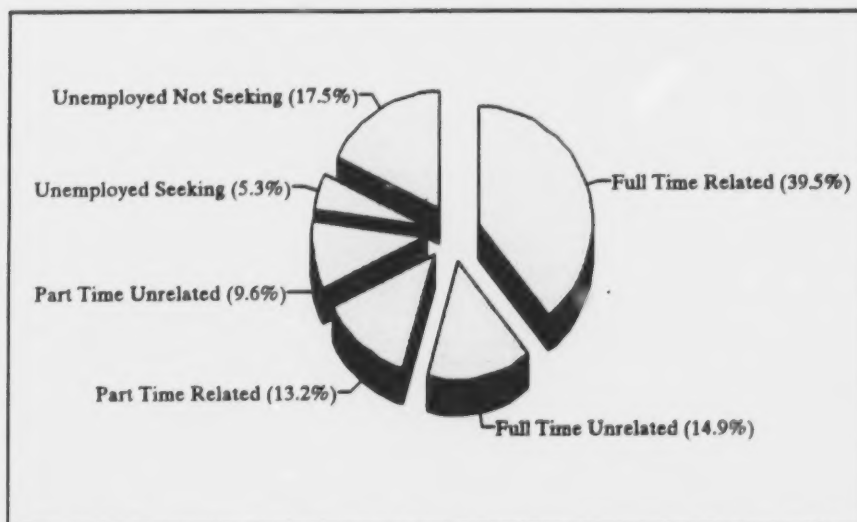


Figure 1 EMPLOYMENT STATUS OF 1992-93 PVCC GRADUATE SURVEY RESPONDENTS

to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1)².

Slightly under one-quarter were

employed in either full-time jobs unrelated to their study at the college (14.9%) or in part-time jobs unrelated to their study (9.6%). More of the part-time employees worked in jobs related to their study at PVCC than in jobs unrelated.

Almost one-quarter of the survey respondents declared that they were unemployed (22.8%), but of these, only six (5.1%) were actively seeking jobs. Those not seeking employment were typically full-time students, homemakers, or retired persons.

² Note that differing percentage figures between table and figure illustrations are due to the manner in which the data are calculated. Illustrated figures present exact respondent responses, whereas table information takes into account that three PVCC graduates earned two degrees.

The average number of hours worked per week by respondents holding full-time jobs was 39. The actual hours reported ranged from 15 to 40. The average number of hours worked per week by respondents with part-time jobs was 23.5 for those with jobs related to their fields of study and 24.4 for those with jobs unrelated to their fields of study.

The employment status of all respondents by degree and program is shown in Table 3. As has been the case with all graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational/technical respondents (AAS degree or certificate), and unemployment much higher. This is because the purpose of all college transfer curricula is to allow the student to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year colleges or universities, and cannot truly be considered as unemployed.

The employment status of 1992-93 graduates was quite similar to that of 1991-92 graduates. As can be seen in Table 4, the percentage of 1992-93 graduates employed in full-time jobs was approximately the same as that of previous graduating classes. However, the percentage employed in full-time jobs related to their fields of study at PVCC decreased slightly from 44.1% in 1991-92 to 40.2% in 1992-93. Also noteworthy was the low

unemployment percentage (22.2%) for 1992-93 graduates as compared to the 1991-92 graduate unemployment percentage (27.9%).

The employment status of 1992-93 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (51.7%). As has been the case during the last several years, more respondents were employed as nurses than any other position (31.0%). Other jobs held by four or more respondents included secretary (10.3%), sales clerk (5.7%), and business manager (4.6%). Twenty-four respondents (27.6%) checked "OTHER" for job category. Some of the job titles in the "OTHER" category were production assistant, driver/deliverer, consultant, assembler, assistant buyer, administrative procedures specialist, accounting clerk, taxi driver, account executive, bank teller, claims representative, supply clerk and server, storekeeper, intelligence research specialist, supervisor, frozen food worker, and program support technician.

Twenty-two survey respondents (25.0%) indicated they obtained their jobs before attending PVCC, 28 (31.8%) indicated they obtained their jobs while attending PVCC, and 38 (43.2%) indicated they obtained their jobs after graduating from PVCC. Table 6 presents information on when jobs were obtained by PVCC graduate respondents for the graduating classes of 1984-85 through 1992-93.³

³Table 6 reports "When Current Jobs Were Obtained" for each degree listed from survey respondents, including those respondents receiving more than one degree.

Fifteen survey respondents indicated they had participated in PVCC's co-operative education program (Co-op) while attending the college. Two respondents also indicated they had obtained their current jobs as a direct result of participation in Co-op.

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC,

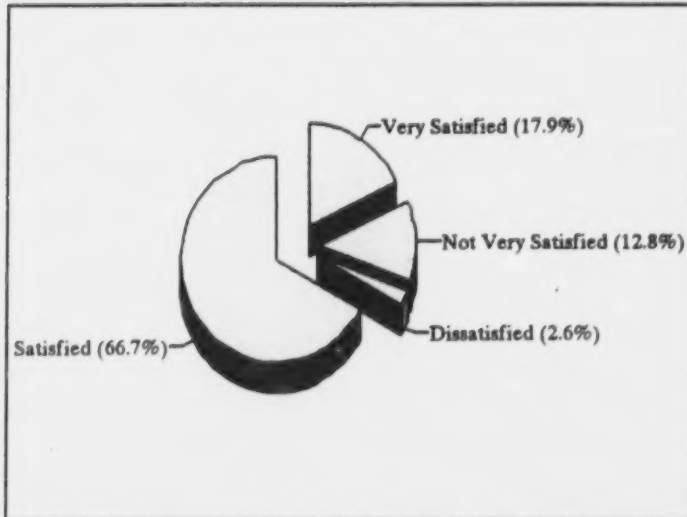


Figure 2 SATISFACTION OF 1992-93 PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

job satisfaction of 1992-923 graduate survey respondents was quite high (see Figure 2). Nearly 85% of the respondents reported they were either very satisfied (17.9%) or satisfied (66.7%) with their current jobs.

Only three respondents indicated they were

dissatisfied, and only 10 indicated that they were not very satisfied (12.8%). Respondents earning certificates were for the most part either very satisfied (23.1%) or satisfied (61.5%). Only 15.4% of respondents earning certificates indicated they were not satisfied or dissatisfied with their jobs. AA/AS and AAS respondents were grouped largely as very satisfied (6.9%) and satisfied (65.5%). Only 24.1% of AA/AS and AAS respondents were not very satisfied and 3.4% were dissatisfied.

Fewer 1992-93 graduate survey respondents indicated they were "very satisfied" with their jobs than did any previous PVCC graduating class, while more respondents than in any year except

1985-86 indicated they were "satisfied." However, as can be seen in Table 7, when the "very satisfied" and "satisfied" categories are combined, the percentage figures for 1992-93 respondents are similar to those of previous year respondents.

The job satisfaction of 1992-93 survey respondents by job category is presented in Table 8. In all categories except three (construction worker, data entry operator, and sales clerk), the majority of respondents indicated they were either very satisfied or satisfied.

Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not only jobs but careers as well. Among 1992-93 survey respondents, half intended to pursue their jobs as long-range careers. As can be seen in Table 9, 50.0% of all graduates indicated they would pursue their current jobs as long-range careers, while 32.2% indicated they would not, and 17.8% were undecided. The percentage of respondents intending to pursue their jobs as long-range careers of the four previous graduating classes (50.6% for 1991-92, 38.3% for 1990-91, 46.3% for 1989-90) has remained lower than those of classes prior to 1989-90.

The intention of 1992-93 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which most respondents saw as long-range careers include accountant, educator, electrician, engineering technician, laboratory technician, law enforcement

official, and nurse. The jobs which over half of the respondents do not see as a long-range career included child care worker, construction worker, data entry operator, and sales clerk.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1992-93 graduate survey respondents. Almost 40% of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3). Over one-half indicated that the academic preparation was good. Only 7.2% indicated that the academic preparation was fair, and only two respondents (2.4%) indicated it was poor.

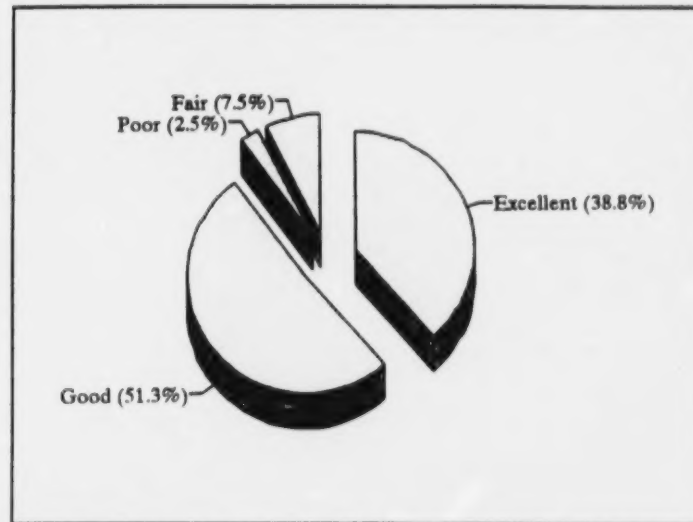


Figure 3 EVALUATION BY 1992-93 PVCC GRADUATE SURVEY RESPONDENTS OF PVCC PREPARATION FOR A JOB

The evaluation of academic preparation for employment by academic program by 1992-93 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good preparation for their current jobs. However, the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

The evaluation of academic preparation for employment by the 1992-93 graduate survey respondents was similar to that of previous graduating classes (see Table 12). Fewer 1992-93 than

1991-92 respondents rated their academic preparation as excellent (38.6% in 1992-93; 41.9% in 1991-92), but more rated it as good (51.8% in 1992-93; 45.9% in 1991-92). When the number of satisfied and very satisfied ratings are combined, the percentage figure for 1992-93 respondents (90.4%) was slightly higher than that for 1991-92 respondents (87.8%).

One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their education has prepared them are more likely to rate an educational institution higher than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfaction. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those highly satisfied with their jobs.

For the most part, these expectations were true for 1992-93 graduate survey respondents. As can be seen in Table 13, almost half of the respondents in full-time jobs *related* to their field of study at PVCC rated their preparation as excellent, while less than one-tenth in full-time jobs *unrelated* to their study did so. Similarly, 46.7% of those in part-time jobs *related* to their field of study rated their preparation as excellent, while only 37.5% of those in part-time, *unrelated* jobs did so.

With respect to job satisfaction, all respondents very satisfied with their jobs rated their PVCC academic preparation as

either excellent or good, and 91.8% of those satisfied with their jobs rated their preparation as excellent or good. One respondent dissatisfied with his or her job rated academic preparation as excellent.

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As can be seen in Figure 4, the

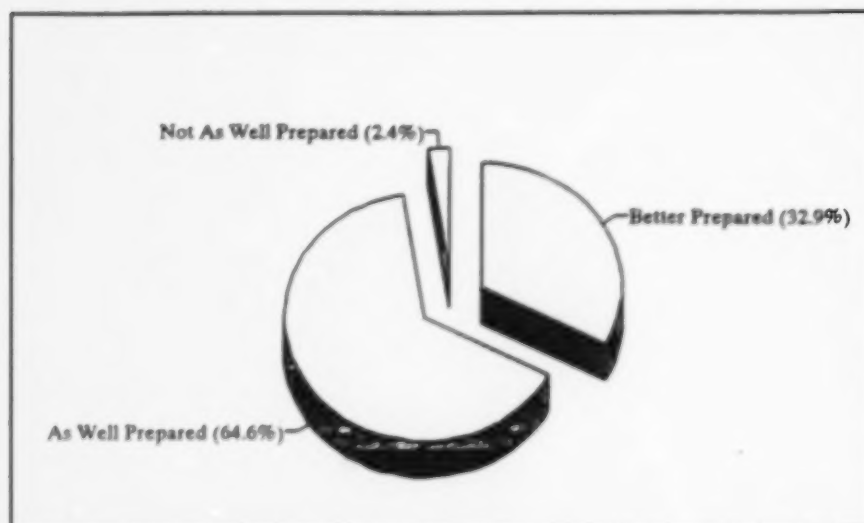


Figure 4 ACADEMIC PREPARATION OF 1992-93 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON WITH OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS

vast majority of 1992-93 graduate survey respondents felt they were better or equally prepared.

Less than 3% of

the survey respondents felt they were not as well prepared as other employees within the same career fields. Twice as many respondents indicated they were as well prepared (64.7%) as opposed to being better prepared (32.9%). Comparisons with other employees by PVCC academic program are presented in Table 14 and by job category in Table 15.

With respect to career assistance, only seven respondents (8.5%) indicated they received direct job assistance from PVCC.

Table 16 presents the evaluation by 1992-93 graduate survey respondents of various career assistance services offered by the college. As can be seen, these services were rated quite highly by survey respondents. Faculty and academic programs received the highest overall ratings. Eighty-seven and one-half percent of the respondents rated the PVCC faculty as excellent or good, while 85% of the respondents rated academic programs as excellent or good. The five "OTHER" services rated by respondents were financial aid, rated as poor; guidance department, rated as excellent; and the Automobile Technology program, also rated excellent. One respondent marked "excellent" and one marked "poor" with no designation as to what "OTHER" referred.

SALARIES

The mean, or average, annual salary earned by 1992-93 graduate survey respondents was \$20,074, and the median, or midpoint, salary was \$21,000. The highest salary reported was \$48,000 and the lowest \$1,530. As can be seen in Figure 5, the distribution of salaries was skewed in a negative direction.⁴ What this indicates is that more salaries were earned in the three higher income brackets (\$20,000-\$24,999, \$25,000-\$29,999, \$30,000 and over) than in the four lower income brackets.

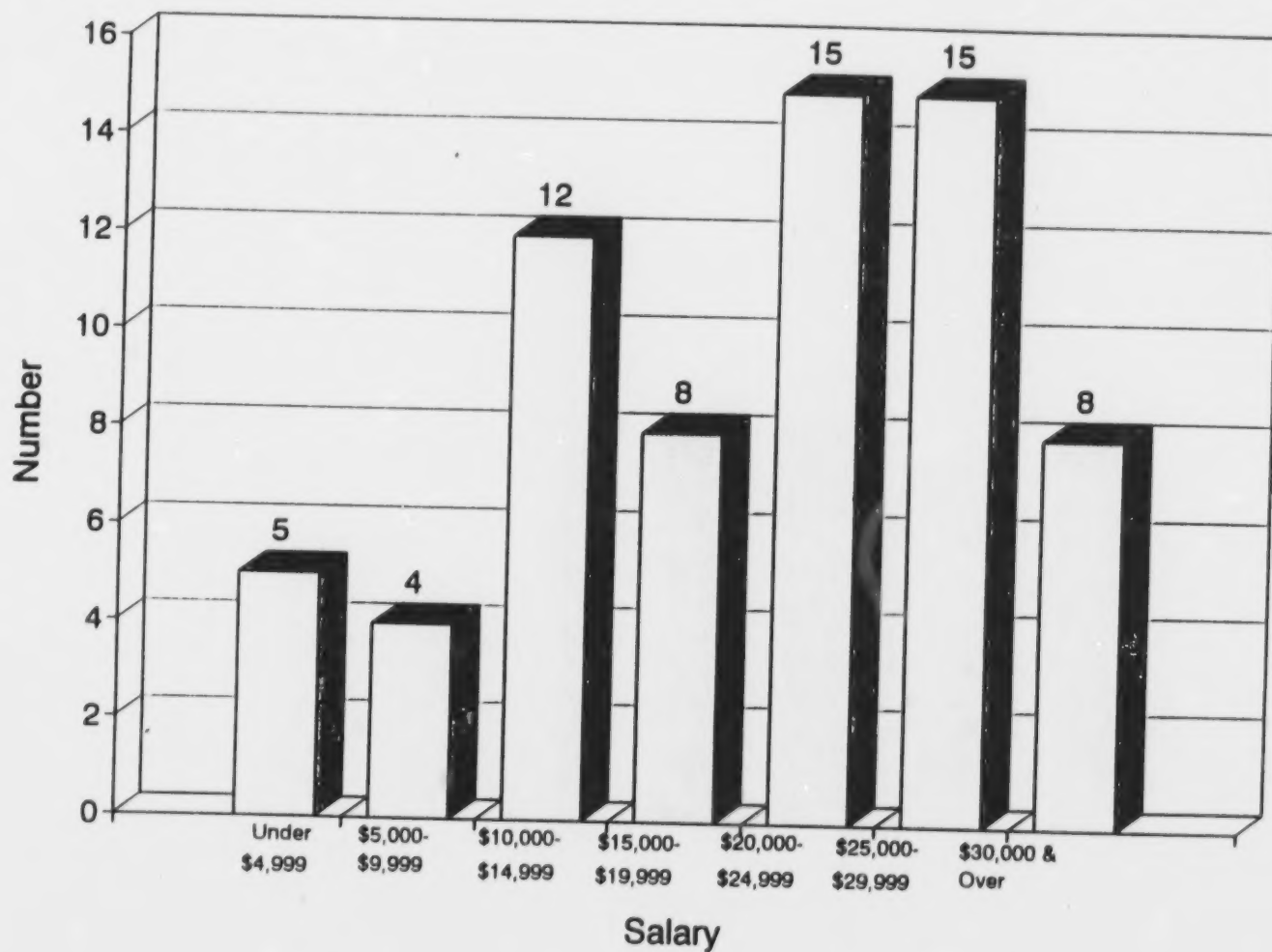
Twenty-nine of the 67 respondents reporting salary (43.3%) earned less than \$20,000. Thirty (44.8%) earned between \$20,000 and \$30,000. Nine (13.4%) earned less than \$10,000, and eight (11.9%) earned \$30,000 or more.

The salaries of the 1992-93 graduate survey respondents by degree and academic program are presented in Table 17.⁵ Normally, given the fact that college transfer programs are not designed to provide jobs for graduates, as well as the fact that most college transfer respondents are usually employed in part-time jobs, salaries for those enrolled in occupational/technical programs are generally higher than salaries for those enrolled in

⁴When a histogram, or distribution of data values, is nonsymmetric, or not shaped like a bell curve, it is skewed. When the data show a pattern with a left tail, the histogram is skewed negatively. This occurs when the mean, or average, is lower than the median, or midpoint. The degree of skewness can be calculated using the Pearsonian coefficient of skewness. Using this method, values will range from -3 (totally skewed left) to +3 (totally skewed right). If the data are perfectly symmetric, the value will be 0. In the case of the salaries reported in this study, the Pearsonian coefficient of skewness was 0.164551. The kurtosis of the salaries was 3.41287, indicating that most of the salaries were not in one or two salary brackets (a "flatter" than normal curve).

⁵The discrepancy in total mean salary listed in Table 17 and the total reported mean salary identified in the first paragraph is due to the three respondents receiving two degrees. The total mean salary in Table 17 was based upon 70 salaries, while the official total mean salary was based upon the salaries of the 67 respondents (see Table 18).

Figure 5 SALARIES OF 1992-93 PVCC GRADUATE SURVEY RESPONDENTS



-- 17 --

college transfer programs. For 1992-93, this held true as the mean salary for AAS survey respondents was almost \$8,000 higher than the mean salary for AS survey respondents.

The mean salary for survey respondents earning the AA degree was \$10,969, and the median salary was \$9,000; the mean salary for those earning the AS degree was \$15,844, and the median salary was \$14,600. The mean salary for those earning the AAS degree was \$23,726, and the median salary was \$26,000, the mean salary for those earning certificates was \$20,913, and the median salary was \$22,240.

Salaries of 1992-93 survey respondents by job category are presented in Table 18. The highest mean salary was earned in the job category of engineering technician (mean = \$26,500). The lowest mean and median salaries were earned in the category of educator (mean = \$6,648; median = \$4,200). Job categories with mean salaries exceeding \$20,000 were engineering technician (\$28,641), nurse (\$26,396), electronics worker (\$23,804), electrician (\$21,500), and law enforcement official (\$20,950).

As might be expected, salaries earned by graduates employed part-time were lower than those of graduates employed full-time (see Table 19). Those with jobs related to their fields of study at PVCC earned higher salaries than those with unrelated jobs. The mean salary for those with full-time, related jobs was approximately \$3,500 higher than the mean salary for those with full-time, unrelated jobs, and the median salary was \$7,000 higher. The mean salary for those with part-time, related jobs

was over \$3,000 more than those in part-time unrelated jobs; the median salary was \$1,300 higher.

A slight relationship between job satisfaction and salary was evident for 1992-93 survey respondents. As can be seen in Table 19, the mean and median salaries for those very satisfied with their jobs were higher than the salaries for those satisfied, and the mean and median salaries for those satisfied were higher than the salaries for those not very satisfied or dissatisfied.

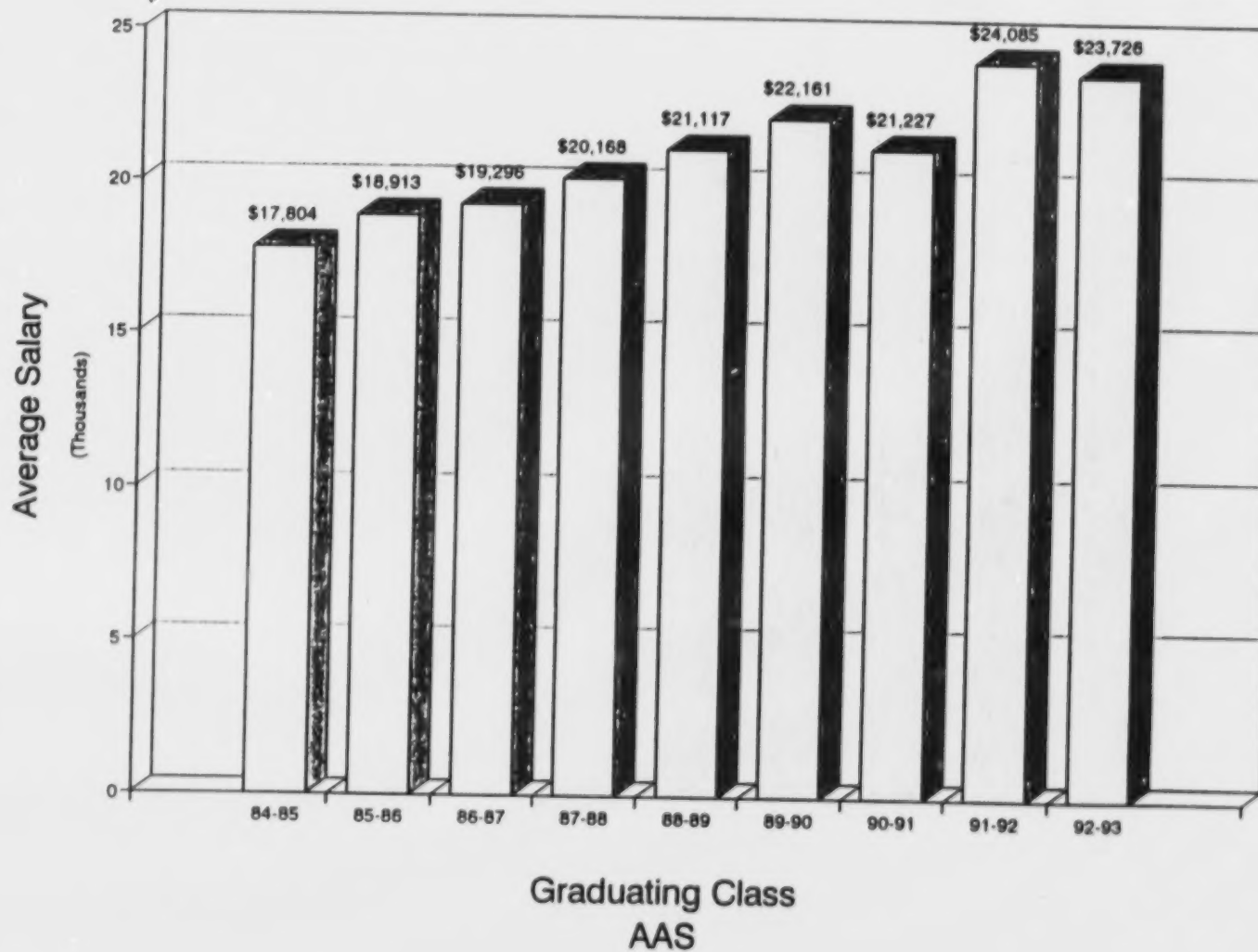
For the most part, male and female graduate survey respondents earned the same salaries (see Table 20). The mean salary for all females was approximately \$250 higher than those for males. However, males employed in full-time jobs earned slightly more than females in full-time jobs. The median salary for all females was \$3,000 higher than those for males.

Nine African-American respondents reporting salaries earned a lower mean salary less than white respondents. The mean salary for the African-American respondents was approximately \$2,000 less than the mean salary for white respondents. African-Americans working in full-time positions earned almost \$4,500 less than white respondents. Part-time African-American workers, on the other hand, earned over \$2,000 more than white respondents. Only one other minority respondent reported a salary. That salary of \$12,000 was for a part-time position and compared favorably to the whites and African-American respondents.

Generally, as might be expected, older respondents earned higher salaries than younger respondents. The highest mean and median salaries, for all respondents and for full-time employed respondents, were earned within the 45-to-59 age bracket, and the lowest were earned within the 22-to-24 age bracket. The age bracket 35-to-44 had the second highest mean and median salaries for all respondents and for full-time employed respondents, followed by the 25-to-34 and 18-to-21 age brackets. Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1984-85 through 1992-93.

AAS graduate survey respondents of the class of 1992-93 earned a mean salary 1.5% lower than that of their counterparts of the class of 1991-92. This reverses the 1991-92 respondents rise in mean salaries (13.5)% from 1990-91, and alters the general ten-year trend of each graduating class earning higher salaries than the preceding class. Each of the five classes graduating prior to 1992-93, with the exception of 1990-91 (-4.2%), earned a 4% to 5% increase over the class immediately preceding it.

Figure 6 AVERAGE SALARIES OF PVCC AAS GRADUATE SURVEY RESPONDENTS



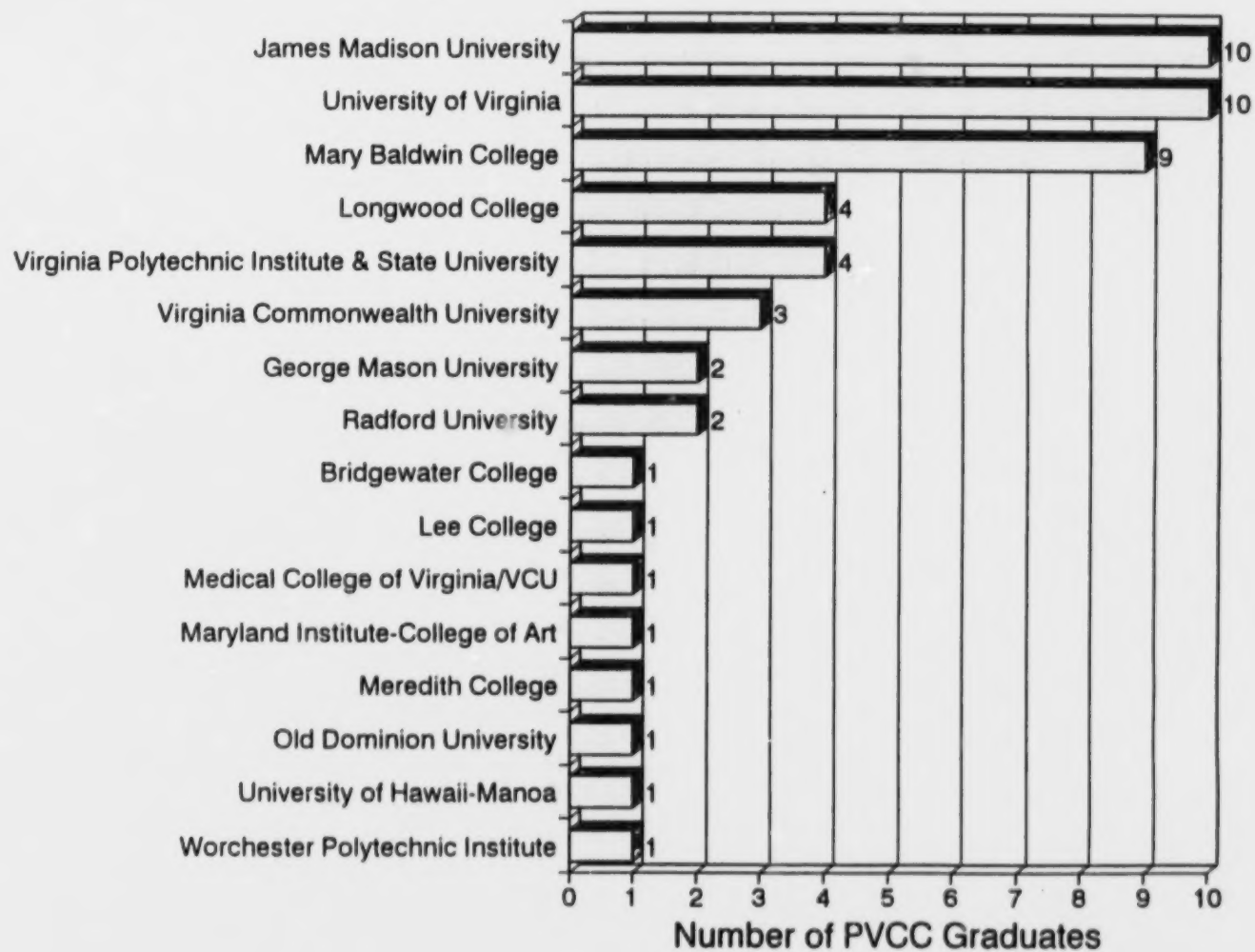
TRANSFER TO OTHER EDUCATIONAL INSTITUTIONS

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the University of Virginia (UVa) typically enrolls the largest number of PVCC graduates. With the advent of the joint adult degree program in 1984-85 between Mary Baldwin College (MBC) and PVCC, an increasingly larger number of graduates transfer each year to MBC. A second institution enrolling large numbers of PVCC graduates each year has been James Madison University (JMU). The trend toward more graduates transferring to JMU and MBC is evident among 1992-93 survey respondents.

Figure 7 shows to which schools 1992-93 graduate survey respondents transferred. Ten respondents transferred to UVa and ten respondents transferred to JMU. The next most popular institution, after UVA and JMU, was MBC, with 9 respondents, followed by Longwood College and Virginia Polytechnic Institute and State University (VPI) with 4 each. Virginia Commonwealth University (VCU) enrolled 3 respondents; George Mason University (GMU) and Radford University enrolled 2 respondents each. An additional 6 senior institutions had one respondent in attendance.

Note that in previous graduate surveys, UVa was often selected by the largest number of respondents. Typically, the

Figure 7 FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1992-93 PVCC GRADUATE SURVEY RESPONDENTS



combined number of respondents transferring to JMU and MBC is nearly equal to that transferring to UVa. In contrast to past trends, these three institutions attracted virtually the same number of 1992-93 respondents.

In most cases, the institutions to which the survey respondents transferred were their first choices. Most of the respondents (39 or 76.5%) indicated the school they were attending was their first choice. Twelve (23.5%) indicated the school was their second choice, and none indicated it was the third choice.

Like 1991-92 survey respondents who continued their education at four-year schools, most 1992-93 survey respondents were women (61.5%). Forty-six survey respondents were white (88.5%), four African-American (7.7%), and two Asian (3.8%). Thirteen respondents were between the ages of 18-21 (25.0%); fifteen were between the ages of 22-24 (28.8%); and sixteen were between the ages of 25-34 (30.8%). Of the remainder, 5 (9.6%) were between 35 and 44 years of age, and 3 (5.8%) were 45 years of age or older.

More than half of the respondents transferring received the AS degree at PVCC (63.5%); one-quarter received the AA degree (25.0%); of the remainder, 3 (9.6%) received the AAS degree and 1 (1.9%) received a certificate. The academic programs at PVCC in which these respondents enrolled were Liberal Arts (n=13; 25.0%), General Studies (n=12; 23.1%), Business Administration (n=9; 17.3%), Science (n=6; 11.5%), Education (n=9; 11.5%), Police

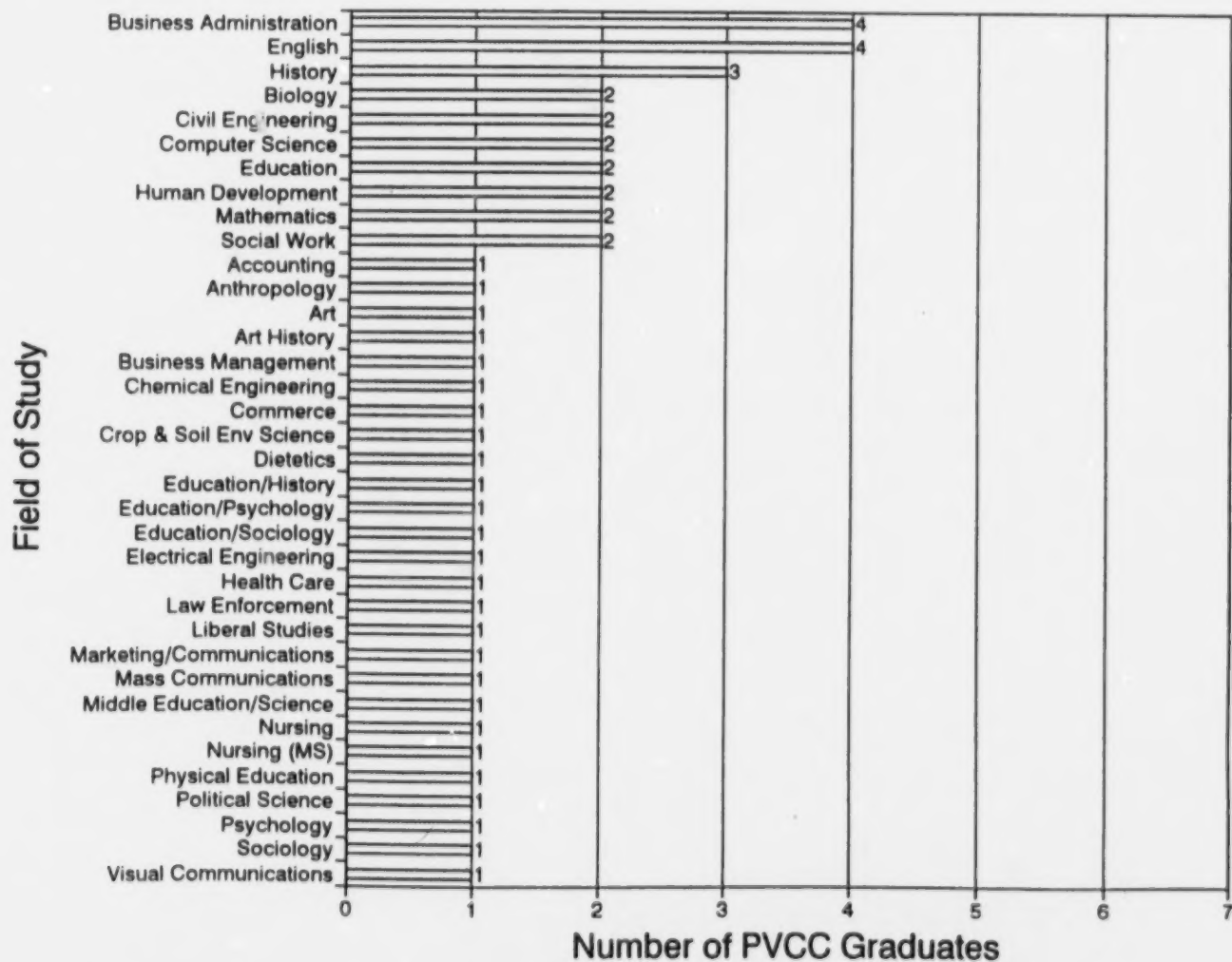
Science (n=3; 5.8%), Nursing (n=2; 3.8%), and Auto Mechanics (n=1; 1.9%).

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. The most popular majors selected were Business Administration and English (7.8%). Following these was History (5.9%). Fields of study by PVCC transfers at four-year institutions are presented in Table 21.

Most respondents reported that their PVCC credits were accepted as expected by the institutions to which they transferred. However, a few respondents noted that although their PVCC credits did transfer as expected, certain specific courses were not accepted by the senior institutions. Among the courses not accepted for transfer credit were: AIDS Awareness (MBC); Physical Education, and Survey of Western Culture I and II (Radford University); Math 160 and Math 161 (University of Hawaii-Manoa and JMU); Design II and Art History (Maryland Institute-College of Art); and Engineering Drawing I and II (VCU). As has happened with previous graduating classes, a number of respondents also noted in the comment section of the survey that they had problems transferring certain PVCC courses (see Appendix C).

Academically, most survey respondents seemed to be performing quite well at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or

Figure 8 FOUR-YEAR FIELDS OF STUDY SELECTED BY 1992-93 PVCC GRADUATE SURVEY RESPONDENTS



universities they selected was 3.07. The lowest GPA reported was 1.92 and the highest 4.00. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

The institution with the highest average GPA was Medical College of Virginia/Virginia Commonwealth University (4.00), and the institution with the lowest average GPA was Old Dominion University (2.60). Respondents at 9 institutions--JMU, MBC, Maryland Institute-College of Art, Medical College of Virginia/Virginia Commonwealth University, Meredith College, Radford University, UVA, VCU, and Worchester Polytechnic Institute--had average GPA's over 3.00.

In fields of study with more than one respondent, the following average GPA's were reported: Art History--3.05, Biology--2.43, Business Administration--2.94; Civil Engineering--3.35; Computer Science--2.55, Education--3.01, English--3.10; History--3.04, Human Development--3.14, and Social Work--3.70.

In contrast to past trends, males earned higher grade point averages than females (see Table 24). The mean male GPA was 3.09 and the mean female GPA was 2.95. Minorities had higher GPA averages than whites. The mean GPA for non-African-American minorities was highest at 3.40. African-American students had an average GPA of 3.10 and white students had an average GPA of 3.04.

With respect to age and academic performance, the GPA's of older respondents were higher than those of younger respondents.

The average GPA of respondents 21 years of age and younger was 2.78; the average GPA of respondents between 22 and 24 years of age was 2.98; the average GPA of respondents between 25 and 34 was 3.31; the average GPA of respondents between 35 and 44 was 3.44; and the average GPA of the three respondents between 45 and 59 years of age was 3.65.

Academically, as measured by GPA, 1992-93 survey respondents performed exceptionally well. Although the average GPA of 1991-92 survey respondents was slightly higher at 3.28, the 1992-93 GPA average was higher than the average for the two years preceding 1991-92 (1990-91--2.89; 1989-90--2.88)

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year colleges or universities. Some return to community colleges or other educational institutions. Five 1992-93 survey respondents indicated they had continued their education at PVCC. The programs in which the five respondents were enrolled are presented in Table 25.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the majority of 1992-93 graduate survey respondents were quite satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by 41.7% of

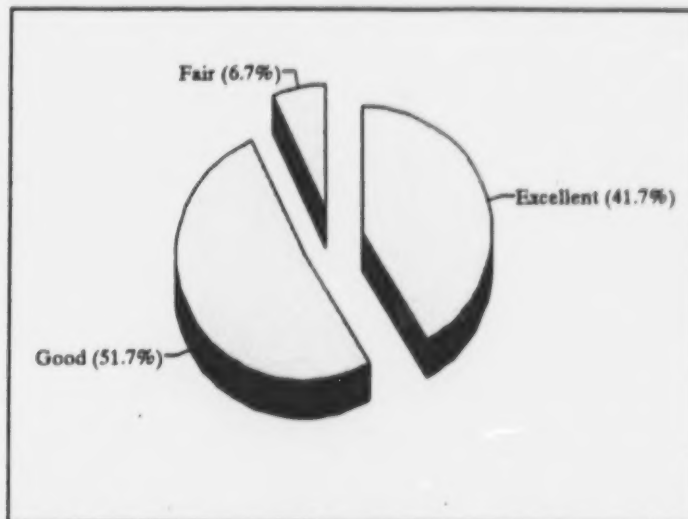


Figure 9 EVALUATION BY 1992-93 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER

all respondents, and good by 51.7%. Almost 7% felt their academic preparation was fair, and none felt it was poor.

These evaluations are broken down by degree and academic program in Table 26. Over 90% of AA and AS respondents, and all of the AAS respondents, rated academic preparation for college transfer as either excellent or good.

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. With only a few exceptions, all respondents rated their academic preparation as either excellent or good. Senior institutions at which respondents (in each case, two or less) rated their PVCC preparation as fair were VCU (66.7%), VPI (25%), and JMU (100%).

Four-year academic programs in which half or more of the respondents rated their PVCC academic preparation as excellent were Anthropology (n=1; 100%), Biology (n=1; 50%), Business Management (n=1; 50%), Chemical Engineering (n=1; 100%), Dietetics (n=1; 100%), Education/History (n=1; 100%), Electrical Engineering (n=1; 100%), History (n=2; 50%), Humanities (n=1; 100%), Law Enforcement (n=1; 100%), Mathematics (n=1; 100%), Nursing (n=3; 100%), Police Science (n=1; 100%), Political Science (n=1; 100%), Psychology (n=1; 100%), Sociology (n=1; 100%), and Social Work (n=1; 50%). In three programs, Art, Crop & Soil Environmental Sciences, and Middle Education/Science, the single graduate responding rated his or her preparation as fair. It should be stressed that for most programs the number of respondents is too small for meaningful conclusions to be drawn.

As can be seen in Table 29, graduate survey respondents have been quite pleased with the academic preparation they received from PVCC. Few have rated their preparation as either poor or fair.

Most 1992-93 graduate survey respondents believed they were better or equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred (see Figure 10). Forty percent felt they were better prepared, and 54.0% felt that they were about as well prepared, as "native" students. Only 6.0% felt they were less prepared.

These evaluations are broken down by PVCC degree and academic program in Table 30. Over 46% of the AA graduate respondents felt they were better prepared, and the same number felt they were equally prepared. One-third (33.3%) of the AS

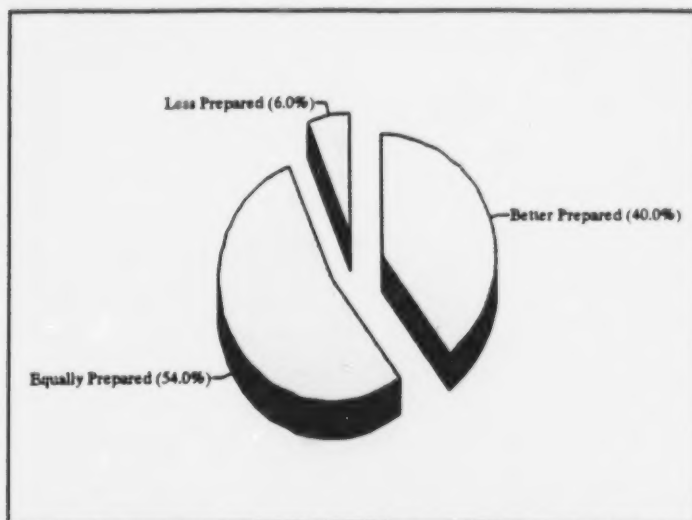


Figure 10 EVALUATION BY 1992-93 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

graduate respondents felt better prepared and 60.0% felt equally prepared. Well over one-half (60%) of the AAS graduates felt better prepared than "native" students and the remainder (40%) about as well prepared. Of the two certificate graduates responding to this item, one felt better prepared than "native" students and one felt as equally prepared.

The PVCC programs with more than one respondent in which one-half or more of the respondents felt better prepared than "native" students were Science (n=3; 50%), Nursing (n=1; 50%), and Police Science (n=2; 66.7%). The majority of respondents (n=27; 54.0%) felt equally prepared. In none of the PVCC programs did one-half or more of the respondents feel less prepared.

These evaluations are presented by four-year institution in Table 31 and by four-year field of study in Table 32. Senior

institutions in which one-half or more of the respondents felt better prepared than "native" students were Bridgewater College (n=1; 100%), GMU (n=2; 100%), Lee College (n=1; 100%), Longwood College (n=2; 50%), University of Hawaii-Manoa (n=1; 100%), and Worcester Polytechnic Institute (n=1; 100%). Maryland Institute-College of Art (n=1; 100%) was the only institution in which one-half or more of the respondents felt less prepared.

Four-year fields of study in which one-half or more of the respondents felt better prepared academically than students beginning as freshmen were Anthropology (n=1; 100%), Art History (n=1; 100%), Business Administration (n=2; 50%), Chemical Engineering (n=1; 100%), Civil Engineering (n=1; 50%), Computer Science (n=1; 50%), English (n=2; 50%), History (n=3; 75%), Human Development (n=1; 50%), Law Enforcement (n=1; 100%), Liberal Studies (n=1; 100%), Mathematics (n=1; 100%), Political Science (n=1; 100%), Psychology (n=1; 100%), and Social Work (n=1; 50%). Fields of study in which one-half or more of the respondents felt less prepared than "native" students were Crop and Soil Environmental Sciences (n=1; 100%), Middle Education/Science (n=1; 100%), and Visual Communications (n=1; 100%).

As can be seen in Table 33, the percentage of 1992-93 AA/AS graduate survey respondents who felt equally prepared to "native" students was similar to survey respondents of previous years. However, a greater percentage of 1992-93 respondents than 1991-92 respondents felt better prepared academically, while a lower percentage felt less prepared.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, more than half of the survey respondents felt the quality was the same at both institutions (see Table 34). Approximately one-fourth (24.5%) felt PVCC offered better quality instruction, and 14.3% felt the four-year college or university offered better quality instruction. The 1992-93 responses to the quality of instruction between PVCC and the four-year institutions to which they transferred were more favorable toward PVCC than those of previous graduating classes (see Table 35).

With respect to the strictness of grading practices, 61.2% of the respondents felt that PVCC had the same grading practices as the four-year schools to which the respondents transferred (see Table 36). Just less than one-third (32.7%) felt that PVCC had less strict grading practices, and the remainder (6.1%) felt that PVCC had stricter grading practices.

As can be seen in Table 37, these evaluations are similar to the 1991-92 graduating class, but different from those of previous PVCC graduating classes. The percentage of students rating PVCC stricter or as strict in grading practices (67.3%) has not been higher since the survey for the class of 1988-89.

With respect to student competitiveness, almost half of the graduate survey respondents thought PVCC was less competitive than the four-year school to which they transferred (48.0%), and almost one-half (46.0%) thought both schools were equally

competitive (see Table 38). Only three respondents (6.0%) believed that PVCC was more competitive.

A much larger percentage of previous graduate survey respondents have usually believed that PVCC was less competitive, and a smaller percentage have believed that both institutions were the same. The percentage of 1992-93 college transfer respondents feeling that PVCC was less competitive than their transfer institutions was the lowest of all surveyed classes. The percentage of respondents believing both colleges were equally competitive was the highest for all survey results (See Table 39).

While survey respondents generally have believed that students are less competitive at PVCC than at four-year colleges or universities, they also have felt that PVCC faculty and staff are friendlier, or as friendly, as the faculty and staff at their four-year schools. As can be seen in Table 40, over one-third of the 1992-93 graduate survey respondents felt PVCC faculty and staff were friendlier (34.0%), and most of the remainder felt that faculty and staff friendliness was the same at PVCC as at the four-year school to which they transferred (52.0%). Seven respondents (14.0%) felt that four-year faculty and staff were friendlier. At least half of the respondents at 6 schools--GMU (n=2; 100%), Longwood College (n=2; 50%), Radford University (n=2; 100%), University of Hawaii-Manoa (n=1; 100%), UVa (n=5; 50%), and the Worchester Polytechnic Institute (n=1; 100%)--felt PVCC faculty and staff were friendlier. At least half the

respondents at two schools--Lee College (n=1; 100%) and Longwood College (n=2; 50%)-- felt the faculty and staff were less friendly. At the remaining schools, the majority felt both colleges were the same with respect to faculty and staff friendliness.

Table 41 presents the evaluation of faculty and staff friendliness by AA/AS respondents of the previous nine graduating classes at PVCC. As can be seen, the percentage of 1992-93 respondents feeling that PVCC faculty and staff are friendlier was approximately 20% lower than that of the previous graduating class. In fact the percentage of respondents rating PVCC faculty and staff friendlier was the lowest of all previous surveys.

Forty-six percent of the 1992-93 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. The same number felt that individual attention is the same at both institutions, and 8.0% felt that less attention is paid to students at PVCC (see Table 42). Respondents transferring to 8 senior institutions felt PVCC paid more attention to students. These were GMU (n=2; 100%), Longwood College (n=2; 50%), Old Dominion University (n=1; 100%), Radford University (n=2; 100%), University of Hawaii-Manoa (n=1; 100%), UVa (n=7; 70.0%), VPI (n=2; 50%) and Worchester Polytechnic Institute (n=1; 100%). Respondents at MBC (n=3; 37.5%) and VPI (n=1; 25.0%) reported more individual attention to students at these institutions than at PVCC.

As was the case with respect to faculty and staff friendliness, the evaluation by 1992-93 AA and AS graduate survey respondents of individual student attention was lower than that of previous graduating classes. Although, as can be seen in Table 43, few graduate survey respondents have believed that PVCC shows less individual attention to students than four-year schools, the percentage of 1992-93 respondents believing PVCC shows more attention to students was lower than in any previous survey.

Most 1992-93 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and Co-op. Respondents were also provided the opportunity to list other college transfer services. The majority of respondents rated services provided by student services and faculty as excellent. The "OTHER" service listed by three respondents (one who rated it as excellent, and two who rated it as poor) was counseling.

CONCLUSIONS

Major findings of this study included:

1. Most 1992-93 PVCC graduate survey respondents seeking employment found meaningful and satisfying employment. Over 40% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (17.5%) or satisfied (66.3%) with their current jobs, and one-half of the respondents planned to pursue these jobs as long-range careers.
2. Jobs held by the largest percentage of survey respondents included nurse (31.0%), secretary (10.3%) sales clerk (5.7%), and business manager (4.6%).
3. The mean, or average, annual salary earned by 1992-93 graduate survey respondents was \$20,074, and the median, or mid-point, salary was \$21,000. The highest salary reported was \$48,000 and the lowest \$1,530. The distribution of salaries was fairly normal, with 13.4% of all respondents earning less than \$10,000, 29.9% earning between \$10,000 and \$20,000, 44.8% earning between \$20,000 and \$30,000, and 11.9% earning \$30,00 or more. The mean and median salaries for females were higher than those for males, and minority respondents reported higher mean and median salaries than

white respondents. Generally, older respondents earned more than younger respondents.

4. Almost 89% of the survey respondents believed that PVCC provided excellent (38.6%) or good (51.8%) academic preparation for jobs. Six respondents (7.2%) believed PVCC provided fair academic preparation, and only two (2.4%) believed it provided poor preparation.
5. Almost all survey respondents felt they were academically better prepared (32.9%) or equally prepared (64.7%) in comparison to other employees within the same career fields. Only 2.4% felt they were not as well prepared.
6. Over 40% of all 1992-93 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to either the University of Virginia or James Madison University. Other institutions with more than one respondent were Mary Baldwin College, Longwood College, George Mason University, Radford University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. The most popular fields of study at four-year institutions were Business Administration, English, History, Biology, Civil Engineering, Computer Science, Education, Human Development, and Social Work.

7. Most 1992-93 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.07. The lowest GPA reported was 1.92 and the highest was 4.00.
8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (41.7%) or good (51.7%) academic preparation for transfer. None of the respondents felt that PVCC provided poor preparation. Most respondents also believed they were better (40.0%) or equally (54.0%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.
9. In comparing PVCC with the four-year schools to which they transferred, more than half of PVCC graduate survey respondents believed that the quality of instruction was the same at both institutions and that the grading practices were similar at both schools. An equal number of respondents felt that PVCC students tend to be either less competitive or equally competitive than students at four-year schools. Just over one-third of respondents believed that PVCC faculty and staff are friendlier than four-year college faculty and staff, and almost half felt that more

individual attention is shown students at PVCC than at four-year institutions.

The PVCC learning experience means many things to its many different students. This was eloquently stated by one of the 1992-93 graduate survey respondents who wrote the following letter in the comment section of the survey.

I really enjoyed PVCC. To me it was a stepladder to going on to a four year school. When I first started at PVCC, I was scared because I did not know if I was going to make it. But as it turns out, I loved it. People were friendly. I made the dean's list and finished my two years with a 2.7 GPA. That may not look good to many, but to me it was better than what my GPA had been during my four years of high school--which was 1.5. PVCC taught me to be more serious about school work and still have time for fun. I want to thank everybody at PVCC for making me more comfortable at my new college where I am now a junior.

Sincerely yours,
[student's name]

TABLES

TABLE 1: Number of 1992-93 PVCC Graduates and Graduate Survey Respondents By Demographic Characteristics

CATEGORY	ALL GRADUATES	SURVEY RESPONDENTS	RETURN PCT.
SEX			
Male	86	44	51.2%
Female	146	78	53.4%
RACE			
White	202	106	52.5%
African-American	22	12	54.5%
Asian	6	4	66.7%
Hispanic	1	0	0.0%
Other	1	0	0.0%
AGE			
Under 18	0	0	0.0%
18-21	33	17	51.5%
22-24	49	23	46.9%
25-34	80	28	35.0%
35-44	53	28	52.8%
45-59	15	12	80.0%
60 & Over	2	0	0.0%
RESIDENCE			
Albemarle	99	54	54.5%
Buckingham	4	3	75.0%
Fluvanna	19	10	52.6%
Greene	17	10	58.8%
Louisa	7	2	28.6%
Nelson	5	1	20.0%
Charlottesville	59	30	50.8%
TOTAL-IN-DISTRICT	210	110	52.4%
Out-of-District	21	12	57.1%
Out-of-State	1	0	0.0%
TOTAL	232	122	52.6%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

TABLE 2: Number of 1992-93 PVCC Graduate Awards and Graduate Survey Respondent Awards by Program Enrollment and Degree

PROGRAM	ALL GRADUATES	SURVEY RESPONDENTS	PCT.
Liberal Arts	23	17	73.9%
A.A. DEGREE	23	17	73.9%
Business Administration	37	13	35.1%
Education	9	6	66.7%
General Studies	36	16	44.4%
Science	13	8	61.5%
A.S. DEGREE	95	43	45.3%
Accounting	2	0	0.0%
Computer Information Sys	8	3	37.5%
Draft & Design	1	1	100.0%
Electronics	3	2	66.7%
Management	11	6	54.5%
Nursing	47	27	57.4%
Office Systems Tech.	5	3	60.0%
Police Science	13	7	53.8%
Respiratory Therapy	1	0	0.0%
A.A.S. DEGREE	91	49	53.8%
Auto Mechanics	1	1	100.0%
Career Studies	19	11	57.9%
Clerical Studies	1	0	0.0%
Law Enforcement	9	1	11.1%
CERTIFICATE	30	13	43.3%
TOTAL	239	122	51.0%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database. Seven graduates earned two degrees.

TABLE 3: Employment Status of 1992-93 PVCC Graduate Survey Respondents by Degree and Program

PROGRAM	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	0	0.0%	3	18.8%	1	6.3%	5	31.3%	1	6.3%	6	37.5%
A.A. DEGREE	0	0.0%	3	18.8%	1	6.3%	5	31.3%	1	6.3%	6	37.5%
Business Administration	3	23.1%	5	38.5%	1	7.7%	1	7.7%	0	0.0%	3	23.1%
Education	0	0.0%	1	20.0%	0	0.0%	1	20.0%	0	0.0%	3	60.0%
General Studies	1	6.7%	3	20.0%	3	20.0%	0	0.0%	2	13.3%	6	40.0%
Science	1	20.0%	1	20.0%	1	20.0%	0	0.0%	1	20.0%	1	20.0%
A.S. DEGREE	5	13.2%	10	26.3%	5	13.2%	2	5.3%	3	7.9%	13	34.2%
Computer Information Sys	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%
Draft & Design	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%
Management	4	80.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	20	74.1%	0	0.0%	7	25.9%	0	0.0%	0	0.0%	0	0.0%
Office Systems Tech.	1	33.3%	1	33.3%	1	33.3%	0	0.0%	0	0.0%	0	0.0%
Police Science	2	28.6%	1	14.3%	0	0.0%	2	28.6%	1	14.3%	1	14.3%
A.A.S. DEGREE	30	63.8%	3	6.4%	8	17.0%	3	6.4%	2	4.3%	1	2.1%
Auto Mechanics	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Career Studies	10	90.9%	0	0.0%	0	0.0%	1	9.1%	0	0.0%	0	0.0%
Law Enforcement	2	50.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	12	75.0%	2	12.5%	1	6.3%	1	6.3%	0	0.0%	0	0.0%
TOTAL	47	40.2%	18	15.4%	15	12.8%	11	9.4%	6	5.1%	20	17.1%

Note that percentage figures are by row (program).

TABLE 4: Employment Status of PVCC Graduate Survey Respondents by Degree

YEAR/DEGREE	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985												
AA/AS	7	21.2%	4	12.1%	3	9.1%	4	12.1%	3	9.1%	12	36.4%
AAS	46	71.9%	5	7.8%	8	12.5%	0	0.0%	4	6.3%	1	1.6%
Diploma/Certificate	20	76.9%	3	11.5%	0	0.0%	0	0.0%	1	3.8%	2	7.7%
TOTAL	73	59.3%	12	9.8%	11	8.9%	4	3.3%	8	6.5%	15	12.2%
1985-1986												
AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
Diploma/Certificate	23	85.2%	2	7.4%	2	7.4%	0	0.0%	0	0.0%	0	0.0%
TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-1987												
AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
Diploma/Certificate	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%
1987-1988												
AA/AS	12	22.6%	12	22.6%	5	9.4%	8	15.1%	0	0.0%	16	30.2%
AAS	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
Diploma/Certificate	15	68.2%	1	4.5%	4	18.2%	1	4.5%	0	0.0%	1	4.5%
TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	0	0.0%	17	13.2%
1988-1989												
AA/AS	17	20.2%	11	13.1%	11	13.1%	12	14.3%	8	9.5%	25	29.8%
AAS	37	69.8%	6	11.3%	6	11.3%	2	3.8%	1	1.9%	1	1.9%
Diploma/Certificate	21	77.8%	1	3.7%	2	7.4%	1	3.7%	1	3.7%	1	3.7%
TOTAL	75	45.7%	18	11.0%	19	11.6%	15	9.1%	10	6.1%	27	16.5%
1989-1990												
AA/AS	9	17.3%	10	19.2%	4	7.7%	7	13.5%	1	1.9%	21	40.4%
AAS	33	68.8%	6	12.5%	3	6.3%	4	8.3%	0	0.0%	2	4.2%
Diploma/Certificate	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
TOTAL	46	43.4%	16	15.1%	8	7.5%	12	11.3%	1	0.9%	23	21.7%
1990-1991												
AA/AS	7	10.3%	12	17.6%	5	7.4%	17	25.0%	1	1.5%	26	38.2%
AAS	35	71.4%	6	12.2%	5	10.2%	1	2.0%	1	2.0%	1	2.0%
Diploma/Certificate	3	42.9%	3	42.9%	0	0.0%	1	14.3%	0	0.0%	0	0.0%
TOTAL	45	36.3%	21	16.9%	10	8.1%	19	15.3%	2	1.6%	27	21.8%
1991-1992												
AA/AS	7	14.0%	6	12.0%	3	6.0%	6	12.0%	4	8.0%	24	48.0%
AAS	34	77.3%	4	9.1%	3	6.8%	3	6.8%	0	0.0%	0	0.0%
Diploma/Certificate	8	47.1%	5	29.4%	0	0.0%	1	5.9%	1	5.9%	2	11.8%
TOTAL	49	44.1%	15	13.5%	6	5.4%	10	9.0%	5	4.5%	26	23.4%
1992-1993												
AA/AS	5	9.3%	13	24.1%	6	11.1%	7	13.0%	4	7.4%	19	35.2%
AAS	30	63.8%	3	6.4%	8	17.0%	3	6.4%	2	4.3%	1	2.1%
Diploma/Certificate	12	75.0%	1	6.3%	2	12.5%	1	6.3%	0	0.0%	0	0.0%
TOTAL	47	40.2%	17	14.5%	16	13.7%	11	9.4%	6	5.1%	20	17.1%

Note that percentage figures are by row (award).

TABLE 5: Employment Status of 1992-93 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Business Manager	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Child Care Worker	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Data Entry Operator	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Draftsman	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Educator	0	0.0%	0	0.0%	3	100.0%	0	0.0%
Electrician	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Electronics Worker	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Engineering Technician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Laboratory Technician	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Law Enforcement Official	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Nurse	20	74.1%	0	0.0%	7	25.9%	0	0.0%
Sales Clerk	1	20.0%	2	40.0%	0	0.0%	2	40.0%
Secretary	5	55.6%	3	33.3%	1	11.1%	0	0.0%
OTHER	9	37.5%	6	25.0%	3	12.5%	6	25.0%
TOTAL	45	51.7%	17	19.5%	15	17.2%	10	11.5%

Note that percentage figures are by row (job category).

TABLE 6: When Current Jobs Were Obtained by PVCC Graduate Survey Respondents

YEAR/DEGREE	Before attending PVCC		While attending PVCC		After attending PVCC	
	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985						
AA/AS	6	30.0%	4	20.0%	10	50.0%
AAS	17	29.3%	11	19.0%	30	51.7%
Diploma/Certificate	10	90.9%	1	9.1%	0	0.0%
TOTAL	33	37.1%	16	18.0%	40	44.9%
1985-1986						
AA/AS	10	45.5%	5	22.7%	7	31.8%
AAS	9	13.4%	26	38.8%	32	47.8%
Diploma/Certificate	17	58.6%	6	20.7%	6	20.7%
TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-1987						
AA/AS	4	13.3%	12	40.0%	14	46.7%
AAS	7	12.1%	24	41.4%	27	46.6%
Diploma/Certificate	17	60.7%	9	32.1%	2	7.1%
TOTAL	28	24.1%	45	38.8%	43	37.1%
1987-1988						
AA/AS	17	45.9%	12	32.4%	8	21.6%
AAS	10	18.9%	17	32.1%	26	49.1%
Diploma/Certificate	12	63.2%	3	15.8%	4	21.1%
TOTAL	39	35.8%	32	29.4%	38	34.9%
1988-1989						
AA/AS	10	38.5%	6	23.1%	10	38.5%
AAS	11	23.4%	17	36.2%	19	40.4%
Diploma/Certificate	10	47.6%	5	23.8%	6	28.6%
TOTAL	31	33.0%	28	29.8%	35	37.2%
1989-1990						
AA/AS	10	33.3%	12	40.0%	8	26.7%
AAS	7	14.9%	23	48.9%	17	36.2%
Diploma/Certificate	1	25.0%	2	50.0%	1	25.0%
TOTAL	18	22.2%	37	45.7%	26	32.1%
1990-1991						
AA/AS	15	37.5%	12	30.0%	13	32.5%
AAS	6	12.8%	24	51.1%	17	36.2%
Diploma/Certificate	3	42.9%	3	42.9%	1	14.3%
TOTAL	24	25.5%	39	41.5%	31	33.0%
1991-1992						
AA/AS	7	33.3%	9	42.9%	5	23.8%
AAS	7	15.9%	17	38.6%	20	45.5%
Diploma/Certificate	7	50.0%	2	14.3%	5	35.7%
TOTAL	21	26.6%	28	35.4%	30	38.0%
1992-1993						
AA/AS	8	25.8%	9	29.0%	14	45.2%
AAS	7	16.3%	16	37.2%	20	46.5%
Diploma/Certificate	7	50.0%	3	21.4%	4	28.6%
TOTAL	22	25.0%	28	31.8%	38	43.2%

Note that percentage figures are by row (award).

TABLE 7: Satisfaction of PVCC Graduate Survey Respondents with their Current Jobs

YEAR/DEGREE	Very Satisfied		Satisfied		Not Very Satisfied		Dissatisfied	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985								
AA/AS	8	40.0%	11	55.0%	1	5.0%	0	0.0%
AAS	16	26.7%	38	63.3%	6	10.0%	0	0.0%
Diploma/Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
TOTAL	27	29.0%	57	61.3%	8	8.6%	1	1.1%
1985-1986								
AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
AAS	12	18.8%	47	73.4%	5	7.8%	0	0.0%
Diploma/Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987								
AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
Diploma/Certificate	4	14.8%	22	81.5%	0	0.0%	1	3.7%
TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%
1987-1988								
AA/AS	8	22.2%	20	55.6%	6	16.7%	2	5.6%
AAS	19	35.2%	30	55.6%	4	7.4%	1	1.9%
Diploma/Certificate	9	42.9%	11	52.4%	1	4.8%	0	0.0%
TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%
1988-1989								
AA/AS	7	28.0%	14	56.0%	4	16.0%	0	0.0%
AAS	11	23.9%	32	69.6%	3	6.5%	0	0.0%
Diploma/Certificate	7	33.3%	12	57.1%	2	9.5%	0	0.0%
TOTAL	25	27.2%	58	63.0%	9	9.8%	0	0.0%
1989-1990								
AA/AS	8	26.7%	17	56.7%	5	16.7%	0	0.0%
AAS	15	31.9%	32	68.1%	0	0.0%	0	0.0%
Diploma/Certificate	1	25.0%	2	50.0%	1	25.0%	0	0.0%
TOTAL	24	29.6%	51	63.0%	6	7.4%	0	0.0%
1990-1991								
AA/AS	11	27.5%	23	57.5%	6	15.0%	0	0.0%
AAS	13	28.3%	28	60.9%	5	10.9%	0	0.0%
Diploma/Certificate	3	42.9%	2	28.6%	2	28.6%	0	0.0%
TOTAL	27	29.0%	53	57.0%	13	14.0%	0	0.0%
1991-1992								
AA/AS	7	33.3%	12	57.1%	2	9.5%	0	0.0%
AAS	16	37.2%	23	53.5%	4	9.3%	0	0.0%
Diploma/Certificate	5	35.7%	5	35.7%	3	21.4%	1	7.1%
TOTAL	28	35.9%	40	51.3%	9	11.5%	1	1.3%
1992-1993								
AA/AS	2	6.9%	19	65.5%	7	24.1%	1	3.4%
AAS	9	23.7%	26	68.4%	2	5.3%	1	2.6%
Diploma/Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
TOTAL	14	17.5%	53	66.3%	10	12.5%	3	3.8%

Note that percentage figures are by row (award).

TABLE 8: Job Satisfaction of 1992-93 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	Very Satisfied		Satisfied		Not Very Satisfied		Dissatisfied	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Business Manager	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Child Care Worker	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Data Entry Operator	0	0.0%	1	50.0%	0	0.0%	1	50.0%
Draftsman	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Educator	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Electrician	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Electronics Worker	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Engineering Technician	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Laboratory Technician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement Official	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Nurse	8	32.0%	17	68.0%	0	0.0%	0	0.0%
Sales Clerk	0	0.0%	0	0.0%	4	100.0%	0	0.0%
Secretary	1	14.3%	5	71.4%	1	14.3%	0	0.0%
OTHER	2	9.5%	14	66.7%	4	19.0%	1	4.8%
TOTAL	14	18.2%	51	66.2%	10	13.0%	2	2.6%

Note that percentage figures are by row (job category).

TABLE 9: Intention of PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers

YEAR/DEGREE	Will pursue		Will not pursue		Undecided	
	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985						
AA/AS	13	61.9%	6	28.6%	2	9.5%
AAS	44	73.3%	4	6.7%	12	20.0%
Diploma/Certificate	10	76.9%	1	7.7%	2	15.4%
TOTAL	67	71.3%	11	11.7%	16	17.0%
1985-1986						
AA/AS	10	50.0%	10	50.0%	0	0.0%
AAS	50	84.7%	9	15.3%	0	0.0%
Diploma/Certificate	21	84.0%	4	16.0%	0	0.0%
TOTAL	81	77.9%	23	22.1%	0	0.0%
1986-1987						
AA/AS	10	35.7%	18	64.3%	0	0.0%
AAS	39	69.6%	17	30.4%	0	0.0%
Diploma/Certificate	18	72.0%	7	28.0%	0	0.0%
TOTAL	67	61.5%	42	38.5%	0	0.0%
1987-1988						
AA/AS	12	41.4%	17	58.6%	0	0.0%
AAS	26	63.4%	15	36.6%	0	0.0%
Diploma/Certificate	14	77.8%	3	16.7%	1	5.6%
TOTAL	52	59.1%	35	39.8%	1	1.1%
1988-1989						
AA/AS	6	23.1%	11	42.3%	9	34.6%
AAS	32	69.6%	6	13.0%	8	17.4%
Diploma/Certificate	14	66.7%	1	4.8%	6	28.6%
TOTAL	52	55.9%	18	19.4%	23	24.7%
1989-1990						
AA/AS	9	29.0%	17	54.8%	5	16.1%
AAS	27	57.4%	8	17.0%	12	25.5%
Diploma/Certificate	2	50.0%	1	25.0%	1	25.0%
TOTAL	38	46.3%	26	31.7%	18	22.0%
1990-1991						
AA/AS	7	17.1%	26	63.4%	8	19.5%
AAS	27	58.7%	9	19.6%	10	21.7%
Diploma/Certificate	2	28.6%	2	28.6%	3	42.9%
TOTAL	36	38.3%	37	39.4%	21	22.3%
1991-1992						
AA/AS	6	31.6%	8	42.1%	5	26.3%
AAS	26	59.1%	6	13.6%	12	27.3%
Diploma/Certificate	7	50.0%	4	28.6%	3	21.4%
TOTAL	39	50.6%	18	23.4%	20	26.0%
1992-1993						
AA/AS	4	12.9%	21	67.7%	6	19.4%
AAS	31	70.5%	5	11.4%	8	18.2%
Diploma/Certificate	10	66.7%	3	20.0%	2	13.3%
TOTAL	45	50.0%	29	32.2%	16	17.8%

Note that percentage figures are by row (award).

TABLE 10: Intention of 1992-93 PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers by Job Category

JOB CATEGORY	Will pursue		Will not pursue		Undecided	
	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	1	100.0%	0	0.0%	0	0.0%
Business Manager	2	50.0%	2	50.0%	0	0.0%
Child Care Worker	0	0.0%	1	100.0%	0	0.0%
Computer Programmer	0	0.0%	0	0.0%	1	100.0%
Construction Worker	0	0.0%	1	100.0%	0	0.0%
Data Entry Operator	0	0.0%	2	100.0%	0	0.0%
Draftsman	0	0.0%	0	0.0%	1	100.0%
Educator	2	66.7%	1	33.3%	0	0.0%
Electrician	2	100.0%	0	0.0%	0	0.0%
Electronics Worker	1	50.0%	0	0.0%	1	50.0%
Engineering Technician	1	100.0%	0	0.0%	0	0.0%
Laboratory Technician	1	100.0%	0	0.0%	0	0.0%
Law Enforcement Official	2	100.0%	0	0.0%	0	0.0%
Nurse	23	85.2%	1	3.7%	3	11.1%
Sales Clerk	1	20.0%	4	80.0%	0	0.0%
Secretary	1	12.5%	3	37.5%	4	50.0%
OTHER	6	25.0%	12	50.0%	6	25.0%
TOTAL	43	50.0%	27	31.4%	16	18.6%

Note that percentage figures are by row (job category).

TABLE 11: Evaluation by 1992-93 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Academic Program

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	2	50.0%	2	50.0%	0	0.0%	0	0.0%
A.A. DEGREE	2	50.0%	2	50.0%	0	0.0%	0	0.0%
Business Administration	1	10.0%	7	70.0%	2	20.0%	0	0.0%
Education	0	0.0%	2	100.0%	0	0.0%	0	0.0%
General Studies	3	50.0%	3	50.0%	0	0.0%	0	0.0%
Science	0	0.0%	2	66.7%	0	0.0%	1	33.3%
A.S. DEGREE	4	19.0%	14	66.7%	2	9.5%	1	4.8%
Computer Information Sys	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Draft & Design	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	0	0.0%	1	50.0%	0	0.0%	1	50.0%
Management	1	20.0%	4	80.0%	0	0.0%	0	0.0%
Nursing	13	48.1%	11	40.7%	3	11.1%	0	0.0%
Office Systems Tech.	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Police Science	2	40.0%	2	40.0%	1	20.0%	0	0.0%
A.A.S. DEGREE	19	43.2%	20	45.5%	4	9.1%	1	2.3%
Auto Mechanics	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Career Studies	5	50.0%	5	50.0%	0	0.0%	0	0.0%
Law Enforcement	1	33.3%	2	66.7%	0	0.0%	0	0.0%
CERTIFICATE	7	50.0%	7	50.0%	0	0.0%	0	0.0%
TOTAL	32	38.6%	43	51.8%	6	7.2%	2	2.4%

Note that percentage figures are by row (program).

TABLE 12: Evaluation by PVCC Graduate Survey Respondents of their Academic Preparation by PVCC for Employment

YEAR/DEGREE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985								
AA/AS	6	35.3%	6	35.3%	5	29.4%	0	0.0%
AAS	19	33.3%	31	54.4%	7	12.3%	0	0.0%
Diploma/Certificate	5	41.7%	4	33.3%	3	25.0%	0	0.0%
TOTAL	30	34.9%	41	47.7%	15	17.4%	0	0.0%
1985-1986								
AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
AAS	21	33.9%	38	61.3%	3	4.8%	0	0.0%
Diploma/Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-1987								
AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
Diploma/Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%
1987-1988								
AA/AS	10	30.3%	20	60.6%	2	6.1%	1	3.0%
AAS	16	31.4%	28	54.9%	5	9.8%	2	3.9%
Diploma/Certificate	9	50.0%	8	44.4%	1	5.6%	0	0.0%
TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%
1988-1989								
AA/AS	6	26.1%	15	65.2%	2	8.7%	0	0.0%
AAS	15	32.6%	29	63.0%	1	2.2%	1	2.2%
Diploma/Certificate	5	25.0%	14	70.0%	1	5.0%	0	0.0%
TOTAL	26	29.2%	58	65.2%	4	4.5%	1	1.1%
1989-1990								
AA/AS	8	30.8%	16	61.5%	2	7.7%	0	0.0%
AAS	21	46.7%	21	46.7%	3	6.7%	0	0.0%
Diploma/Certificate	2	33.3%	3	50.0%	1	16.7%	0	0.0%
TOTAL	31	40.3%	40	51.9%	6	7.8%	0	0.0%
1990-1991								
AA/AS	9	27.3%	22	66.7%	2	6.1%	0	0.0%
AAS	12	26.7%	31	68.9%	1	2.2%	1	2.2%
Diploma/Certificate	1	25.0%	3	75.0%	0	0.0%	0	0.0%
TOTAL	22	26.8%	56	68.3%	3	3.7%	1	1.2%
1991-1992								
AA/AS	3	15.8%	12	63.2%	4	21.1%	0	0.0%
AAS	22	52.4%	17	40.5%	2	4.8%	1	2.4%
Diploma/Certificate	6	46.2%	5	38.5%	2	15.4%	0	0.0%
TOTAL	31	41.9%	34	45.9%	8	10.8%	1	1.4%
1992-1993								
AA/AS	6	24.0%	16	64.0%	2	8.0%	1	4.0%
AAS	19	43.2%	20	45.5%	4	9.1%	1	2.3%
Diploma/Certificate	7	50.0%	7	50.0%	0	0.0%	0	0.0%
TOTAL	32	38.6%	43	51.8%	6	7.2%	2	2.4%

Note that percentage figures are by row (award).

TABLE 13: Evaluation by 1992-93 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Employment Status and Job Satisfaction

CATEGORY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
EMPLOYMENT STATUS								
Full-Time, Related	20	45.5%	22	50.0%	2	4.5%	0	0.0%
Full-Time, Unrelated	1	7.7%	10	76.9%	2	15.4%	0	0.0%
Part-Time, Related	7	46.7%	6	40.0%	1	6.7%	1	6.7%
Part-Time, Unrelated	3	37.5%	3	37.5%	1	12.5%	1	12.5%
JOB SATISFACTION								
Very Satisfied	9	64.3%	5	35.7%	0	0.0%	0	0.0%
Satisfied	15	30.6%	30	61.2%	3	6.1%	1	2.0%
Not Very Satisfied	2	28.6%	2	28.6%	2	28.6%	1	14.3%
Dissatisfied	1	50.0%	0	0.0%	1	50.0%	0	0.0%

Note that percentage figures are by row (category).

TABLE 14: Academic Preparation of 1992-93 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Academic Program

PROGRAM	Better Prepared		About As Well Prepared		Not As Well Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	3	42.9%	4	57.1%	0	0.0%
A.A. DEGREE	3	42.9%	4	57.1%	0	0.0%
Business Administration	4	40.0%	6	60.0%	0	0.0%
Education	0	0.0%	2	100.0%	0	0.0%
General Studies	2	33.3%	4	66.7%	0	0.0%
Science	2	66.7%	1	33.3%	0	0.0%
A.S. DEGREE	8	38.1%	13	61.9%	0	0.0%
Computer Information Sys	1	100.0%	0	0.0%	0	0.0%
Draft & Design	0	0.0%	1	100.0%	0	0.0%
Electronics	0	0.0%	2	100.0%	0	0.0%
Management	0	0.0%	5	100.0%	0	0.0%
Nursing	8	30.8%	17	65.4%	1	3.8%
Office Systems Tech.	2	66.7%	0	0.0%	1	33.3%
Police Science	1	20.0%	4	80.0%	0	0.0%
A.A.S. DEGREE	12	27.9%	29	67.4%	2	4.7%
Auto Mechanics	0	0.0%	1	0.0%	0	0.0%
Career Studies	4	40.0%	6	60.0%	0	0.0%
Law Enforcement	1	33.3%	2	66.7%	0	0.0%
CERTIFICATE	5	35.7%	9	64.3%	0	0.0%
TOTAL	28	32.9%	55	64.7%	2	2.4%

Note that percentage figures are by row (program).

TABLE 15: Academic Preparation of 1992-93 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Job Category

JOB CATEGORY	Better Prepared		About As Well Prepared		Not As Well Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	0	0.0%	1	100.0%	0	0.0%
Business Manager	1	25.0%	3	75.0%	0	0.0%
Computer Programmer	1	100.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	1	100.0%	0	0.0%
Data Entry Operator	1	100.0%	0	0.0%	0	0.0%
Draftsman	0	0.0%	1	100.0%	0	0.0%
Educator	0	0.0%	3	100.0%	0	0.0%
Electrician	1	50.0%	1	50.0%	0	0.0%
Electronics Worker	0	0.0%	2	100.0%	0	0.0%
Engineering Technician	0	0.0%	1	100.0%	0	0.0%
Laboratory Technician	1	100.0%	0	0.0%	0	0.0%
Law Enforcement Official	1	50.0%	1	50.0%	0	0.0%
Nurse	8	30.8%	17	65.4%	1	3.8%
Sales Clerk	2	40.0%	3	60.0%	0	0.0%
Secretary	2	25.0%	6	75.0%	0	0.0%
OTHER	9	39.1%	13	56.5%	1	4.3%
TOTAL	27	32.9%	53	64.6%	2	2.4%

Note that percentage figures are by row (job category).

TABLE 16: Evaluation by 1992-93 PVCC Graduate Survey Respondents of Career Assistance Services at the College

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	14	31.8%	21	47.7%	5	11.4%	4	9.1%
Academic Program	21	35.0%	30	50.0%	6	10.0%	3	5.0%
Faculty	30	46.9%	26	40.6%	5	7.8%	3	4.7%
Co-operative Education	8	36.4%	8	36.4%	4	18.2%	2	9.1%
OTHER	3	60.0%	0	0.0%	0	0.0%	2	40.0%

Note that percentage figures are by row (service).

TABLE 17: Salaries of 1992-93 PVCC Graduates Survey Respondents by Academic Degree and Program

PROGRAM	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Liberal Arts	7	\$10,969	\$9,000	\$1,100	\$20,000
A.A. DEGREE	7	\$10,969	\$9,000	\$1,100	\$20,000
Business Administration	8	\$14,626	\$14,600	\$2,006	\$23,900
Education	1	\$43,000	--	\$43,000	\$43,000
General Studies	6	\$12,447	\$9,120	\$3,744	\$28,500
Science	3	\$16,833	\$20,000	\$4,000	\$26,500
A.S. DEGREE	18	\$15,844	\$14,600	\$2,006	\$43,000
Computer Information Sys	1	\$48,000	--	\$48,000	\$48,000
Drafting and Design	1	\$17,000	--	\$17,000	\$17,000
Electronics	2	\$19,084	\$19,084	\$14,560	\$23,608
Management	3	\$20,018	\$17,200	\$12,854	\$30,000
Nursing	20	\$26,396	\$27,000	\$16,200	\$32,000
Office Systems Tech.	2	\$15,200	\$15,200	\$14,700	\$15,700
Police Science	4	\$15,350	\$14,450	\$7,500	\$25,000
A.A.S. DEGREE	33	\$23,726	\$26,000	\$7,500	\$48,000
Auto Mechanics	1	\$12,000	--	\$12,000	\$12,000
Career Studies	9	\$21,895	\$22,480	\$11,606	\$26,541
Law Enforcement	2	\$20,950	\$20,950	\$16,900	\$25,000
CERTIFICATE	12	\$20,913	\$22,240	\$11,606	\$26,541
TOTAL	70	\$22,756	\$20,500	\$1,100	\$48,000

Note that a respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

TABLE 18: Salaries of 1992-93 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Business Manager	3	\$20,000	\$20,000	\$20,000	\$11,606
Computer Programmer	1	\$15,700	--	\$15,700	\$20,000
Construction Worker	1	\$9,750	--	\$9,750	\$15,700
Data Entry Operator	1	\$14,500	--	\$14,500	\$14,500
Draftsman (Computer-Aided)	1	\$17,000	--	\$17,000	\$17,000
Educator	3	\$6,648	\$4,200	\$3,744	\$12,000
Electrician	2	\$21,500	\$21,500	\$21,000	\$24,000
Electronics Worker	2	\$23,804	\$23,804	\$23,608	\$22,000
Engineering Technician	1	\$26,500	--	\$26,500	\$26,500
Laboratory Technician	1	\$11,606	--	\$11,606	\$25,000
Law Enforcement Official	2	\$20,950	\$20,950	\$16,900	\$32,000
Nurse	20	\$26,396	\$27,000	\$16,200	\$9,750
Sales Clerk	3	\$11,000	\$7,500	\$7,500	\$18,000
Secretary	5	\$18,350	\$21,932	\$6,240	\$23,900
OTHER	21	\$18,323	\$14,700	\$1,530	\$48,000
TOTAL	67	\$20,074	\$21,000	\$1,530	\$48,000

TABLE 19: Salaries of 1992-93 PVCC Graduate Survey Respondents by Employment Status and Job Satisfaction

CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	36	\$24,399	\$26,000	\$2,006	\$48,000
Full-Time, Unrelated	12	\$20,833	\$19,000	\$14,500	\$43,000
Part-Time, Related	11	\$12,742	\$12,000	\$3,744	\$27,000
Part-Time, Unrelated	8	\$9,556	\$10,678	\$1,530	\$14,560
JOB SATISFACTION					
Very Satisfied	12	\$24,611	\$26,250	\$3,744	\$48,000
Satisfied	41	\$20,367	\$21,000	\$2,006	\$43,000
Not Very Satisfied	9	\$13,382	\$14,500	\$7,500	\$21,932
Dissatisfied	1	\$14,500	--	\$14,500	\$14,500

TABLE 20: Salaries of 1992-93 PVCC Graduate Survey Respondents by Sex, Race, Age, and Full-Time/Part-Time Status

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX					
Male	24	\$19,855	\$20,000	\$4,000	\$48,000
Full-Time	17	\$23,606	\$22,000	\$14,500	\$48,000
Part-Time	7	\$10,744	\$12,000	\$4,000	\$15,400
Female	43	\$20,196	\$23,000	\$1,530	\$43,000
Full-Time	31	\$23,453	\$26,000	\$2,006	\$43,000
Part-Time	12	\$11,783	\$11,303	\$1,530	\$27,000
RACE					
White	57	\$20,503	\$22,000	\$1,530	\$48,000
Full-Time	41	\$24,148	\$24,500	\$12,000	\$48,000
Part-Time	16	\$11,100	\$10,375	\$1,530	\$27,000
African-American	9	\$18,254	\$17,200	\$2,006	\$30,000
Full-Time	7	\$19,611	\$21,932	\$2,006	\$30,000
Part-Time	2	\$13,503	\$13,503	\$11,606	\$15,400
Other	1	\$12,000	--	\$12,000	\$12,000
Full-Time	0	--	--	--	--
Part-Time	1	\$12,000	--	\$12,000	\$12,000
AGE					
Under 18	0	--	--	--	--
18-21	5	\$17,040	\$15,700	\$11,000	\$26,500
Full-Time	3	\$20,733	\$20,000	\$15,700	\$26,500
Part-Time	2	\$11,500	\$11,500	\$11,000	\$12,000
22-24	11	\$12,381	\$14,500	\$1,530	\$26,000
Full-Time	5	\$18,480	\$17,200	\$14,500	\$26,000
Part-Time	6	\$7,298	\$5,850	\$1,530	\$14,560
25-34	26	\$19,513	\$20,500	\$2,006	\$30,000
Full-Time	19	\$21,406	\$23,000	\$2,006	\$30,000
Part-Time	7	\$14,375	\$12,000	\$7,500	\$27,000
35-44	16	\$21,910	\$23,500	\$3,744	\$48,000
Full-Time	12	\$25,115	\$25,797	\$12,000	\$48,000
Part-Time	4	\$12,296	\$11,220	\$3,744	\$23,000
45-59	8	\$29,892	\$29,250	\$21,932	\$43,000
Full-Time	8	\$29,892	\$29,250	\$21,932	\$43,000
Part-Time	0	--	--	--	--
60 & Over	0	--	--	--	--

TABLE 21: Fields of Study at Four-Year Colleges or Universities of 1992-93 PVCC Graduate Survey Respondents

FIELD OF STUDY	BC	GMU	JMU	LC	LEE	MBC	MC	MCV	MDI	ODU	RU	UH-M	UVA	VCU	VPI	WPI	TOTAL
Accounting	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	1
Anthropology	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Art	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	1
Art History	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	1
Biology	--	--	--	--	--	--	--	--	--	--	--	--	--	2	--	--	2
Business Administration	--	1	--	1	--	2	--	--	--	--	--	--	--	--	--	--	4
Business Management	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Chemical Engineering	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1
Civil Engineering	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1	--	2
Commerce	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	1
Computer Science	--	--	1	--	--	--	--	--	--	--	--	--	1	--	--	--	2
Crop & Soil Env Sci	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	1
Dietetics	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Education	--	--	--	--	--	--	--	--	1	1	--	--	--	--	--	--	2
Education/History	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1
Education/Psychology	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1
Education/Sociology	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1
Electrical Engineering	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	1
English	--	--	1	--	--	--	--	--	--	--	--	--	3	--	--	--	4
Health Care	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
History	--	--	1	--	--	--	1	--	--	--	--	--	1	--	--	--	3
Human Development	--	--	1	--	1	--	--	--	--	--	--	--	--	--	--	--	2
Law Enforcement	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	1
Liberal Studies	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	1
Marketing/Communications	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1
Mass Communications	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Mathematics	--	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	2
Middle Education/Science	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	1
Nursing	--	--	--	--	--	--	--	1	--	--	--	--	1	--	--	--	2
Physical Education	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Political Science	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	1
Psychology	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Social Work	--	--	--	--	--	2	--	--	--	--	--	--	--	--	--	--	2
Sociology	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Visual Communications	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	1
TOTAL	1	2	10	4	1	8	1	1	1	1	2	1	10	3	4	1	51

Note that a respondent's field of study may include more than one.

BC: Bridgewater College
 GMU: George Mason University
 JMU: James Madison University
 LC: Longwood College
 LEE: Lee College
 MBC: Mary Baldwin College
 MC: Meredith College
 MCV: Medical College of Virginia/Virginia Commonwealth University
 MDI: Maryland Institute-College of Art
 ODU: Old Dominion University
 RU: Radford University
 UH-M: University of Hawaii-Manoa
 UVA: University of Virginia
 VCU: Virginia Commonwealth University
 VPI: Virginia Polytechnic Institute & State University
 WPI: Worcester Polytechnic Institute

TABLE 22: Average GPA's of 1992-93 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
Bridgewater College	1	2.77	2.77	2.77
George Mason University	2	2.94	2.75	3.05
James Madison University	9	3.07	1.92	4.00
Lee College	1	2.85	2.85	2.85
Longwood College	3	2.71	2.00	3.10
Mary Baldwin College	6	3.64	3.20	4.00
Maryland Institute-College of Art	1	3.20	3.20	3.20
Medical College of Virginia/VCU	1	4.00	4.00	4.00
Meredith College	1	3.30	3.30	3.30
Old Dominion University	1	2.60	2.60	2.60
Radford University	1	3.40	3.40	3.40
University of Virginia	10	3.13	2.50	3.60
Virginia Commonwealth University	2	3.00	3.00	3.00
Virginia Polytechnic Inst.	4	2.79	2.00	3.80
Worcester Polytechnic Institute	1	3.80	3.80	3.80
TOTAL	44	3.07	1.92	4.00

TABLE 23: Average GPA's of 1992-93 PVCC Graduate Survey Respondents at Four-Year Colleges or Universities by Four-Year Field of Study

FIELD OF STUDY	No.	Average GPA	Minimum GPA	Maximum GPA
Accounting	1	2.00	2.00	2.00
Anthropology	1	3.00	3.00	3.00
Art History	2	3.05	3.00	3.30
Biology	2	2.43	2.00	3.40
Business Administration	3	2.94	2.75	2.78
Business Management	1	1.92	1.92	1.92
Chemical Engineering	1	3.80	3.80	3.80
Civil Engineering	2	3.35	3.20	3.80
Commerce	1	2.50	2.50	2.50
Computer Science	2	2.55	2.50	2.80
Crop & Soil Env Sci	1	3.10	3.10	3.10
Dietetics	1	3.40	3.40	3.40
Education	2	3.01	2.60	3.40
Education/Psychology	1	3.20	3.20	3.20
Electrical Engineering	1	3.60	3.60	3.60
English	3	3.10	2.76	3.53
Health Care	1	4.00	4.00	4.00
History	4	3.04	2.80	3.30
Human Development	2	3.14	2.85	4.00
Law Enforcement	1	3.00	3.00	3.00
Mass Communications	1	3.60	3.60	3.60
Mathematics	1	3.05	3.05	3.05
Middle Education/Science	1	3.00	3.00	3.00
Nursing	1	3.53	3.53	3.53
Nursing (MS)	1	4.00	4.00	4.00
Psychology	1	2.77	2.77	2.77
Social Work	2	3.70	3.50	3.80
Sociology	1	3.60	3.60	3.60
Visual Communications	1	3.20	3.20	3.20
Total	43	3.06	1.92	4.00

TABLE 24: Average GPA's of 1992-93 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities by Sex, Race, and Age

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	16	3.09	1.92	3.80
Female	28	2.95	2.00	4.00
RACE				
White	39	3.04	2.00	4.00
African-American	3	3.10	1.92	3.40
Other	2	3.40	3.00	3.80
AGE				
Under 18	0	--	--	--
18-21	11	2.78	2.00	3.40
22-24	14	2.98	2.00	3.80
25-34	12	3.31	1.92	4.00
35-44	4	3.44	3.20	4.00
45-59	3	3.65	3.30	4.00
60 & Over	0	--	--	--

TABLE 25: Fields of Study at Two-Year and Specialized Institutions of 1992-93 PVCC Graduate Survey Respondents

FIELD OF STUDY	PVCC	TOTAL
Business Management	2	2
Humanities	1	1
Nursing	1	1
Political Science	1	1
TOTAL	5	5

PVCC: Piedmont Virginia Community College

TABLE 26: Evaluation by 1992-93 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Academic Program

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	7	50.0%	6	42.9%	1	7.1%	0	0.0%
A.A. DEGREE	7	50.0%	6	42.9%	1	7.1%	0	0.0%
Business Administration	2	22.2%	7	77.8%	0	0.0%	0	0.0%
Education	2	33.3%	4	66.7%	0	0.0%	0	0.0%
General Studies	3	25.0%	7	58.3%	2	16.7%	0	0.0%
Science	2	33.3%	3	50.0%	1	16.7%	0	0.0%
A.S. DEGREE	9	27.3%	21	63.6%	3	9.1%	0	0.0%
Management	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Office Systems	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	1	33.3%	2	66.7%	0	0.0%	0	0.0%
A.A.S. DEGREE	5	55.6%	4	44.4%	0	0.0%	0	0.0%
Auto Mechanics	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Career Studies	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	4	100.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	25	41.7%	31	51.7%	4	6.7%	0	0.0%

Note that percentage figures are by row (program).

TABLE 27: Evaluation by 1992-93 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year College or University

COLLEGE OR UNIVERSITY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Bridgewater College	1	100.0%	0	0.0%	0	0.0%	0	0.0%
George Mason University	1	50.0%	1	50.0%	0	0.0%	0	0.0%
James Madison University	4	40.0%	5	50.0%	1	10.0%	0	0.0%
Lee College	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Longwood College	0	0.0%	4	100.0%	0	0.0%	0	0.0%
Mary Baldwin College	4	44.4%	5	55.6%	0	0.0%	0	0.0%
MCV/VCU	0	0.0%	1	100.0%	0	0.0%	0	0.0%
MD Institute-College of Art	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Meredith College	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Old Dominion University	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Radford University	0	0.0%	2	100.0%	0	0.0%	0	0.0%
University of Hawaii-Manoa	1	100.0%	0	0.0%	0	0.0%	0	0.0%
University of Virginia	3	30.0%	7	70.0%	0	0.0%	0	0.0%
VCU	1	33.3%	0	0.0%	2	66.7%	0	0.0%
Virginia Tech	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Worcester Polytechnic Inst	1	100.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	18	34.6%	30	57.7%	4	7.7%	0	0.0%

Note that percentage figures are by row (college or university).

TABLE 28: Evaluation of 1992-93 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year Field of Study

FIELD OF STUDY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Anthropology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Art	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Art History	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Biology	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Business Administration	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Business Management	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Chemical Engineering	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Civil Engineering	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Commerce	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Computer Science	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Crop & Soil Env Science	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Dietetics	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Education	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Education/History	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Education/Psychology	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Education/Sociology	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Electrical Engineering	1	100.0%	0	0.0%	0	0.0%	0	0.0%
English	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Health Care	0	0.0%	1	100.0%	0	0.0%	0	0.0%
History	2	50.0%	2	50.0%	0	0.0%	0	0.0%
Human Development	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Humanities	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Liberal Studies	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Marketing/Communications	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Mass Communications	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Math	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Middle Education/Science	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Nursing	3	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing (MS)	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Physical Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Police Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Political Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Psychology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Social Work	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Sociology	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Visual Communications	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Total	22	39.3%	30	53.6%	4	7.1%	0	0.0%

Note that percentage figures are by row (field of study).

TABLE 29: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation for College Transfer

YEAR	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985	10	43.5%	7	30.4%	6	26.1%	0	0.0%
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	0.0%
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	0.0%
1987-1988	13	40.6%	17	53.1%	1	3.1%	1	3.1%
1988-1989	20	47.6%	20	47.6%	1	2.4%	1	2.4%
1989-1990	14	34.1%	26	63.4%	1	2.4%	0	0.0%
1990-1991	17	33.3%	30	58.8%	4	7.8%	0	0.0%
1991-1992	16	42.1%	19	50.0%	3	7.9%	0	0.0%
1992-1993	25	41.7%	31	51.7%	4	6.7%	0	0.0%

Note that percentage figures are by row (year).

TABLE 30: Evaluation by 1992-93 PVCC Survey Respondents of their Academic Preparation at PVCC by Academic Program for College Transfer Compared to Students Starting as Freshmen at the Transfer Institutions

PROGRAM	Better Prepared		Equally Prepared		Less Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	6	46.2%	6	46.2%	1	7.7%
A.A. DEGREE	6	46.2%	6	46.2%	1	7.7%
Business Administration	2	28.6%	5	71.4%	0	0.0%
Education	2	40.0%	3	60.0%	0	0.0%
General Studies	3	25.0%	7	58.3%	2	16.7%
Science	3	50.0%	3	50.0%	0	0.0%
A.S. DEGREE	10	33.3%	18	60.0%	2	6.7%
Nursing	1	50.0%	1	50.0%	0	0.0%
Police Science	2	66.7%	1	33.3%	0	0.0%
A.A.S. DEGREE	3	60.0%	2	40.0%	0	0.0%
Auto Mechanics	1	100.0%	0	0.0%	0	0.0%
Career Studies	0	0.0%	1	100.0%	0	0.0%
CERTIFICATE	1	50.0%	1	50.0%	0	0.0%
TOTAL	20	40.0%	27	54.0%	3	6.0%

Note that percentage figures are by row (program).

TABLE 31: Evaluation by 1992-93 PVCC Graduate Survey Respondents by Four-Year Institution of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

COLLEGE OR UNIVERSITY	Better Prepared		Equally Prepared		Less Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Bridgewater College	1	100.0%	0	0.0%	0	0.0%
George Mason University	2	100.0%	0	0.0%	0	0.0%
James Madison University	4	44.4%	5	55.6%	0	0.0%
Lee College	1	100.0%	0	0.0%	0	0.0%
Longwood College	2	50.0%	2	50.0%	0	0.0%
Mary Baldwin College	2	28.6%	5	71.4%	0	0.0%
MCV/VCU	0	0.0%	1	100.0%	0	0.0%
MD Institute-College of Art	0	0.0%	0	0.0%	1	100.0%
Heredith College	0	0.0%	1	100.0%	0	0.0%
Old Dominion University	0	0.0%	1	100.0%	0	0.0%
Radford University	0	0.0%	2	100.0%	0	0.0%
University of Hawaii-Manoa	1	100.0%	0	0.0%	0	0.0%
University of Virginia	4	44.4%	5	55.6%	0	0.0%
VCU	1	33.3%	1	33.3%	1	33.3%
Virginia Tech	0	0.0%	3	75.0%	1	25.0%
Worcester Polytechnic Institute	1	100.0%	0	0.0%	0	0.0%
TOTAL	19	39.6%	26	54.2%	3	6.3%

Note that percentage figures are by row (college or university).

TABLE 32: Evaluation by 1992-93 PVCC Graduate Survey Respondents by Four-Year Field of Study of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

FIELD OF STUDY	Better Prepared		Equally Prepared		Less Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	0	0.0%	1	100.0%	0	0.0%
Anthropology	1	100.0%	0	0.0%	0	0.0%
Art	0	0.0%	1	100.0%	0	0.0%
Art History	1	100.0%	0	0.0%	0	0.0%
Biology	0	0.0%	2	100.0%	0	0.0%
Business Administration	2	50.0%	2	50.0%	0	0.0%
Business Management	0	0.0%	2	100.0%	0	0.0%
Chemical Engineering	1	100.0%	0	0.0%	0	0.0%
Civil Engineering	1	50.0%	1	50.0%	0	0.0%
Commerce	0	0.0%	1	100.0%	0	0.0%
Computer Science	1	50.0%	1	50.0%	0	0.0%
Crop & Soil Env Sci	0	0.0%	0	0.0%	1	100.0%
Education	0	0.0%	2	100.0%	0	0.0%
Education/History	0	0.0%	1	100.0%	0	0.0%
Education/Psychology	0	0.0%	1	100.0%	0	0.0%
Education/Sociology	0	0.0%	1	100.0%	0	0.0%
Electrical Engineering	0	0.0%	1	100.0%	0	0.0%
English	2	50.0%	2	50.0%	0	0.0%
Health Care	0	0.0%	1	100.0%	0	0.0%
History	3	75.0%	1	25.0%	0	0.0%
Human Development	1	50.0%	1	50.0%	0	0.0%
Law Enforcement	1	100.0%	0	0.0%	0	0.0%
Liberal Studies	1	100.0%	0	0.0%	0	0.0%
Mass Communications	0	0.0%	1	100.0%	0	0.0%
Mathematics	1	100.0%	0	0.0%	0	0.0%
Middle Education/Science	0	0.0%	0	0.0%	1	100.0%
Nursing (MS)	0	0.0%	1	100.0%	0	0.0%
Physical Education	0	0.0%	1	100.0%	0	0.0%
Political Science	1	100.0%	0	0.0%	0	0.0%
Psychology	1	100.0%	0	0.0%	0	0.0%
Social Work	1	50.0%	1	50.0%	0	0.0%
Sociology	0	0.0%	1	100.0%	0	0.0%
Visual Communications	0	0.0%	0	0.0%	1	100.0%
Total	19	38.8%	27	55.1%	3	6.1%

Note that percentage figures are by row (field of study).

TABLE 33: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

YEAR	Better Prepared		Equally Prepared		Less Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985	6	28.6%	9	42.9%	6	28.6%
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%
1987-1988	8	25.8%	21	67.7%	2	6.5%
1988-1989	12	36.4%	19	57.6%	2	6.1%
1989-1990	13	35.1%	20	54.1%	4	10.8%
1990-1991	19	38.0%	23	46.0%	8	16.0%
1991-1992	10	27.8%	20	55.6%	6	16.7%
1992-1993	20	40.0%	27	54.0%	3	6.0%

Note that percentage figures are by row (year).

TABLE 34: Evaluation by 1992-93 PVCC Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred

COLLEGE OR UNIVERSITY	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
Bridgewater College	0	0.0%	1	100.0%	0	0.0%
George Mason University	1	50.0%	1	50.0%	0	0.0%
James Madison University	2	20.0%	8	80.0%	0	0.0%
Lee College	0	0.0%	0	0.0%	1	100.0%
Longwood College	1	25.0%	2	50.0%	1	25.0%
Mary Baldwin College	1	14.3%	5	71.4%	1	14.3%
MD Institute-College of Art	0	0.0%	1	100.0%	0	0.0%
Meredith College	0	0.0%	1	100.0%	0	0.0%
Old Dominion University	1	100.0%	0	0.0%	0	0.0%
Radford University	1	50.0%	1	50.0%	0	0.0%
University of Hawaii-Manoa	0	0.0%	1	100.0%	0	0.0%
University of Virginia	3	30.0%	6	60.0%	1	10.0%
VCU	0	0.0%	1	33.3%	2	66.7%
Virginia Tech	2	50.0%	1	25.0%	1	25.0%
Worcester Polytechnic Inst	0	0.0%	1	100.0%	0	0.0%
TOTAL	12	24.5%	30	61.2%	7	14.3%

Note that percentage figures are by row (college or university).

TABLE 35: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred

YEAR	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985	2	9.1%	12	54.5%	8	36.4%
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%
1987-1988	5	17.9%	16	57.1%	7	25.0%
1988-1989	5	14.7%	25	73.5%	4	11.8%
1989-1990	5	13.9%	24	66.7%	7	19.4%
1990-1991	5	10.0%	36	72.0%	9	18.0%
1991-1992	8	24.2%	18	54.5%	7	21.2%
1992-1993	12	24.5%	30	61.2%	7	14.3%

Note that percentage figures are by row (year).

TABLE 36: Evaluation by 1992-93 PVCC Graduate Survey Respondents of the Strictness of Grading Practices Between PVCC and the Four-Year Colleges and Universities to which they Transferred

COLLEGE OR UNIVERSITY	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
Bridgewater College	0	0.0%	1	100.0%	0	0.0%
George Mason University	0	0.0%	1	50.0%	1	50.0%
James Madison University	1	10.0%	6	60.0%	3	30.0%
Lee College	0	0.0%	1	100.0%	0	0.0%
Longwood College	0	0.0%	3	75.0%	1	25.0%
Mary Baldwin College	0	0.0%	4	57.1%	3	42.9%
MD Institute-College of Art	0	0.0%	1	100.0%	0	0.0%
Meredith College	0	0.0%	0	0.0%	1	100.0%
Old Dominion University	0	0.0%	1	100.0%	0	0.0%
Radford University	0	0.0%	2	100.0%	0	0.0%
University of Hawaii-Manoa	0	0.0%	1	100.0%	0	0.0%
University of Virginia	1	10.0%	3	30.0%	6	60.0%
VCU	0	0.0%	3	100.0%	0	0.0%
Virginia Tech	0	0.0%	3	75.0%	1	25.0%
Worcester Polytechnic Institute	1	100.0%	0	0.0%	0	0.0%
TOTAL	3	6.1%	30	61.2%	16	32.7%

Note that percentage figures are by row (college or university).

TABLE 37: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Strictness of Grading Practices between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%
1987-1988	1	3.6%	10	35.7%	17	60.7%
1988-1989	2	6.1%	21	63.6%	10	30.3%
1989-1990	0	0.0%	23	63.9%	13	36.1%
1990-1991	1	2.0%	24	48.0%	25	50.0%
1991-1992	2	6.1%	16	48.5%	15	45.5%
1992-1993	3	6.1%	30	61.2%	16	32.7%

Note that percentage figures are by row (year).

TABLE 38: Evaluation by 1992-93 PVCC Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

COLLEGE OR UNIVERSITY	PVCC more competitive		Both colleges the same		PVCC less competitive	
	No.	Pct.	No.	Pct.	No.	Pct.
Bridgewater College	0	0.0%	1	100.0%	0	0.0%
George Mason University	0	0.0%	0	0.0%	2	100.0%
James Madison University	0	0.0%	5	50.0%	5	50.0%
Lee College	0	0.0%	1	100.0%	0	0.0%
Longwood College	1	25.0%	1	25.0%	2	50.0%
Mary Baldwin College	1	12.5%	4	50.0%	3	37.5%
MD Institute-College of Art	0	0.0%	0	0.0%	1	100.0%
Meredith College	0	0.0%	0	0.0%	1	100.0%
Old Dominion University	0	0.0%	0	0.0%	1	100.0%
Radford University	0	0.0%	2	100.0%	0	0.0%
University of Hawaii-Manoa	0	0.0%	1	100.0%	0	0.0%
University of Virginia	0	0.0%	4	40.0%	6	60.0%
VCU	0	0.0%	1	33.3%	2	66.7%
Virginia Tech	1	25.0%	2	50.0%	1	25.0%
Worcester Polytechnic Inst	0	0.0%	1	100.0%	0	0.0%
TOTAL	3	8.0%	23	46.0%	24	48.0%

Note that percentage figures are by row (college or university).

TABLE 39: Evaluation by PVCC AA/AS Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred.

YEAR	PVCC more competitive		Both colleges the same		PVCC less competitive	
	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	0	0.0%	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%
1987-1988	1	3.8%	10	38.5%	15	57.7%
1988-1989	1	3.0%	10	30.3%	22	66.7%
1989-1990	0	0.0%	12	34.3%	23	65.7%
1990-1991	3	6.3%	7	14.6%	38	79.2%
1991-1992	1	3.0%	7	21.2%	25	75.8%
1992-1993	3	6.0%	23	46.0%	24	48.0%

Note that percentage figures are by row (year).

TABLE 40: Evaluation by 1992-93 PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

COLLEGE OR UNIVERSITY	PVCC more friendly		Both colleges the same		PVCC less friendly	
	No.	Pct.	No.	Pct.	No.	Pct.
Bridgewater College	0	0.0%	1	100.0%	0	0.0%
George Mason University	2	100.0%	0	0.0%	0	0.0%
James Madison University	1	10.0%	9	90.0%	0	0.0%
Lee College	0	0.0%	0	0.0%	1	100.0%
Longwood College	2	50.0%	0	0.0%	2	50.0%
Mary Baldwin College	1	12.5%	5	62.5%	2	25.0%
MD Institute-College of Art	0	0.0%	1	100.0%	0	0.0%
Heredith College	0	0.0%	1	100.0%	0	0.0%
Old Dominion University	0	0.0%	1	100.0%	0	0.0%
Radford University	2	100.0%	0	0.0%	0	0.0%
University of Hawaii-Manoa	1	100.0%	0	0.0%	0	0.0%
University of Virginia	5	50.0%	5	50.0%	0	0.0%
VCU	1	33.3%	1	33.3%	1	33.3%
Virginia Tech	1	25.0%	2	50.0%	1	25.0%
Worcester Polytechnic Inst	1	100.0%	0	0.0%	0	0.0%
TOTAL	17	34.0%	26	52.0%	7	14.0%

Note that percentage figures are by row (college or university).

TABLE 41: Evaluation by AA/AS PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC more friendly		Both colleges the same		PVCC less friendly	
	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985	10	45.5%	12	54.5%	0	0.0%
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%
1987-1988	15	53.6%	12	42.9%	1	3.6%
1988-1989	17	51.5%	16	48.5%	0	0.0%
1989-1990	22	61.1%	13	36.1%	1	2.8%
1990-1991	20	40.0%	30	60.0%	0	0.0%
1991-1992	18	54.5%	13	39.4%	2	6.1%
1992-1993	17	34.0%	26	52.0%	7	14.0%

Note that percentage figures are by row (year).

TABLE 42: Evaluation by 1992-93 PVCC Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred

COLLEGE OR UNIVERSITY	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
	No.	Pct.	No.	Pct.	No.	Pct.
Bridgewater College	0	0.0%	1	100.0%	0	0.0%
George Mason University	2	100.0%	0	0.0%	0	0.0%
James Madison University	4	40.0%	6	60.0%	0	0.0%
Lee College	0	0.0%	1	100.0%	0	0.0%
Longwood College	2	50.0%	2	50.0%	0	0.0%
Mary Baldwin College	0	0.0%	5	62.5%	3	37.5%
MD Institute-College of Art	0	0.0%	1	100.0%	0	0.0%
Meredith College	0	0.0%	1	100.0%	0	0.0%
Old Dominion University	1	100.0%	0	0.0%	0	0.0%
Radford University	2	100.0%	0	0.0%	0	0.0%
University of Hawaii-Manoa	1	100.0%	0	0.0%	0	0.0%
University of Virginia	7	70.0%	3	30.0%	0	0.0%
VCU	1	33.3%	2	66.7%	0	0.0%
Virginia Tech	2	50.0%	1	25.0%	1	25.0%
Worcester Polytechnic Inst	1	100.0%	0	0.0%	0	0.0%
TOTAL	23	46.0%	23	46.0%	4	8.0%

Note that percentage figures are by row (college or university).

TABLE 43: Evaluation by PVCC AA/AS Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred

YEAR	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
	No.	Pct.	No.	Pct.	No.	Pct.
1984-1985	15	68.2%	5	22.7%	2	9.1%
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%
1987-1988	18	64.3%	8	28.6%	2	7.1%
1988-1989	18	54.5%	14	42.4%	1	3.0%
1989-1990	24	66.1%	11	30.6%	1	2.8%
1990-1991	26	52.0%	21	42.0%	3	6.0%
1991-1992	22	66.7%	8	24.2%	3	9.1%
1992-1993	23	46.0%	23	46.0%	4	8.0%

Note that percentage figures are by row (year).

TABLE 44: Evaluation by 1992-93 PVCC Graduate Survey Respondents of College Transfer Assistance Services at the College

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	10	58.8%	4	23.5%	3	17.6%	0	0.0%
Academic Program	12	44.4%	11	40.7%	4	14.8%	0	0.0%
Faculty	15	51.7%	12	41.4%	2	6.9%	0	0.0%
Co-operative Education	1	25.0%	3	75.0%	0	0.0%	0	0.0%
OTHER	1	33.3%	0	0.0%	0	0.0%	2	66.7%

Note that percentage figures are by row (service).

APPENDIX A
GRADUATE SURVEY

(survey -- frontside)

NAME
ADDRESS
CITY, STATE, ZIP
PHONE

INSTRUCTIONS. Use a No. 2 Pencil. Mark only one selection per question. Fill in circles completely. Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. EMPLOYMENT:

1. Currently I am: Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
Employed PART-TIME in a career field RELATED to my field of study at PVCC.
Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
Serving in the military full-time.
Serving as a homemaker full-time. [If you marked this, please skip to section II.]
Unemployed (seeking employment). [If you marked this, please skip to section II.]
Unemployed (NOT seeking employment). [If you marked this, please skip to section II.]

2. My job is:
- | | | |
|---------------------|----------------------------|-----------------------|
| Artist | Electronics Worker | Educator |
| Computer Programmer | Child Care Worker | Drama/Theatre Worker |
| Data Entry Operator | Law Enforcement Official | Musician |
| Systems Analyst | Draftsman | Laboratory Technician |
| Business Manager | Draftsman (computer-aided) | Engineer Technician |
| Sales Clerk | Health Technician | Journalist |
| Secretary | Respiratory Technician | Construction Worker |
| Typist | Nurse | Electrician |
| Accountant | | |
- OTHER (please list): _____

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct an employer follow-up survey?
(If yes, please complete the attached form) Yes No

6. My annual salary is \$ _____ (based on approx. _____ hrs./week)

7. My job is: Very satisfying (a superior job);
Satisfying (a good job);
Not very satisfying (a fair job);
Unsatisfying (a poor job);

8. I intend to pursue this job as a long-range career: Yes No Undecided

9. I obtained this job: Before attending PVCC While attending PVCC After attending PVCC

10. My degree helped me obtain my present job: Yes No

11. My degree helped me obtain a promotion in my present job: Yes No

12. I received assistance from PVCC in obtaining this job: Yes No

13. Rate the quality of career assistance received from the following:

Student Services	Excellent	Good	Fair	Poor	Not applicable
Academic program	Excellent	Good	Fair	Poor	Not applicable
Faculty	Excellent	Good	Fair	Poor	Not applicable
Co-op program	Excellent	Good	Fair	Poor	Not applicable
Other (please list):	Excellent	Good	Fair	Poor	Not applicable

14. Overall, in relation to my present job, the academic preparation I received from PVCC was:
Excellent Good Fair Poor

15. I participated in the Co-op program: Yes No

16. Compared educationally to other employees beginning their careers in my job field, I was:
Better prepared About as well prepared Not as well prepared

(CONTINUED ON THE REVERSE SIDE.)

(survey -- back side)

II. FURTHER EDUCATION

1. I am: ☐ Attending a four-year college or university full-time.
☐ Attending a four-year college or university part-time.
☐ Attending a community college full-time.
☐ Attending a community college part-time.
☐ Attending some other type of school
☐ Not presently attending school (if you marked this, skip ahead to section III).
2. Name of School _____
3. Address of School _____
4. Major Field of Study _____
5. My current grade point average (GPA) is _____ (on a 4.0 basis.)
This is based on _____ credits earned at the new school.
6. The preparation at PVCC for my current studies was: ☐ Excellent ☐ Good ☐ Fair ☐ Poor
7. In comparison to students who started at my new school as freshmen, I feel
☐ Not as well prepared ☐ About as well prepared ☐ Better prepared
8. PVCC compares to my new school in:
- | | PVCC has more | About the same | Current school has more |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Degree of student competitiveness | ☐ | ☐ | ☐ |
| Friendliness of faculty and staff | ☐ | ☐ | ☐ |
| Individual attention shown students | ☐ | ☐ | ☐ |
| Strictness of grading practices | ☐ | ☐ | ☐ |
| Quality of instruction | ☐ | ☐ | ☐ |
9. The school to which I transferred was my ☐ First Choice ☐ Second Choice ☐ Third Choice
10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:
- | | Excellent | Good | Fair | Poor | Not applicable |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Student Services | ☐ | ☐ | ☐ | ☐ | ☐ |
| Academic program | ☐ | ☐ | ☐ | ☐ | ☐ |
| Faculty | ☐ | ☐ | ☐ | ☐ | ☐ |
| Co-op program | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (please list): | ☐ | ☐ | ☐ | ☐ | ☐ |
11. The credits I earned at PVCC ☐ Did transfer as I expected they would ☐ Did not transfer as I expected they would
12. The number of credits not accepted at my new school was _____
The courses not accepted were _____

III. COMMENTS AND SUGGESTIONS

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

APPENDIX B
SURVEY COVER LETTERS



Piedmont
Virginia
Community
College

Route 6, Box 1, Charlottesville, Virginia 22901-8714 Tel. 804-977-3900 Voice/TDD 804-977-4265

January 14, 1994

Dear PVCC Graduate:

One of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates which we conduct each year. The results of the survey are used in deciding which programs are offered and in determining how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education. Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

If you are employed, we would also like to have your permission to include your employer among those we survey annually to determine employer satisfaction with PVCC programs of study and graduates. If you will permit us to do this, could you please complete the enclosed authorization form and return it with the questionnaire?

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional
Research and Planning

encl

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Albemarle Charlottesville Fluvanna Greene Louisa Nelson

**PIEDMONT VIRGINIA COMMUNITY COLLEGE
EMPLOYER CONTACT AUTHORIZATION FORM**

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

(signature)

.....
GRADUATE'S NAME _____

IMMEDIATE SUPERVISOR'S NAME _____

IMMEDIATE SUPERVISOR'S TITLE _____

EMPLOYER (COMPANY) NAME _____

EMPLOYER ADDRESS _____

EMPLOYER TELEPHONE _____



Piedmont
Virginia
Community
College

Route 6, Box 1, Charlottesville, Virginia 22901-8714 Tel. 804-977-3900 Voice/TDD 804-977-4265

February 16, 1994

Dear PVCC Graduate:

Approximately a month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. As I wrote in the letter accompanying the questionnaire, we need information from you so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Perhaps you never received the questionnaire. Can you please help us by completing the questionnaire (another copy of which is enclosed with this letter)? This will only take a few minutes of your time, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional
Research and Planning

encl

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Piedmont
Virginia
Community
College

Route 6, Box 1, Charlottesville, Virginia 22901-8714 Tel. 804-977-3900 Voice/TDD 804-977-4265

March 28, 1994

Dear PVCC Graduate:

In January, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In February, I wrote again asking you to return the questionnaire. It is now nearly April and I still have not received a completed questionnaire from you.

If you have already completed and returned the questionnaire, I apologize for any inconvenience this letter might cause. However, if you have *not* completed and returned the questionnaire, please help me by doing so. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience.

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional
Research and Planning

encl

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APPENDIX C

Selected Comments by Survey Respondents*

General

(General Studies) I enjoyed attending PVCC and I miss it very much now that I've graduated. I plan to return in the summer to take some classes. The skills I learned there are very valuable to me now, I only wish I had attended sooner.

(Business Administration) I am very grateful to PVCC for the preparation I received from them in continuing my education. I feel that PVCC sets the standard for other community colleges.

(Office Systems) Piedmont Virginia Community College is a good school to attend if you want a headstart in life. I'm currently planning on attending PVCC part-time to update my skills.

(Liberal Arts) Keep up the good work! I only wish PVCC was a four-year university.

(Nursing) Thank you for a great education! I did a lot of growing while attending college at PVCC.

(Career Studies) I live here in Greene County, a mother of three, and I found it very difficult to go all the way to PVCC to attend classes - Isn't there somehow that you could arrange to have more classes taught here in Greene County?

(Computer Information Systems) I'm pleased with my experience with Piedmont Community College. The faculty members are great and the curriculum is varied. I can't suggest any further improvements except keep up the good work.

(Liberal Arts) PVCC is a fantastic school, all it needs is an expanded library and higher pay for faculty to keep them there. I worked quite a bit while a student at PVCC so I wasn't able to be involved much - which I regret.

(Career Studies) It is great that PVCC offers classes in surrounding counties. It has greatly helped me continue to take the classes I need.

(Liberal Arts) I miss PVCC!!

*In parentheses, in front of each comment, is the curriculum of the respondent.

Transfer to Four-Year Colleges and Universities

(Business Administration) PVCC is a more casual atmosphere where everyone is a commuter. When transferring to a four year college as a commuter, it's not the same friendly atmosphere. As a commuter at [four-year institution], you miss out on meeting the new people and a lot of the extra-curricular activities. At PVCC, most activities were during school hours and not at night - a big plus.

(Liberal Arts) My experience at PVCC gave me a great foundation to the continuation of my learning. The atmosphere was supportive and I did not want to leave.

(Liberal Arts) Overall, I was very impressed with PVCC. Attending a two-year institution really prepares me for a larger university.

(General Studies) I felt my academic experience at PVCC was excellent. I learned a lot and it has definitely helped me in many ways at [four-year institution]. I feel that my art education at PVCC was not adequate. I feel I was not prepared for the level of work expected here. I was taught the basics; however [I] was not pushed to experiment, or given assignments with a variety of media. I am struggling to catch up with the other students in their knowledge of mixed medium and variety. I did enjoy my art classes at PVCC very much and I did learn a lot, but there was not enough variety within the classes or in the selection of classes to take.

(Science) I think PVCC did a wonderful job of preparing me for the new school.

(General Studies) The only problem I have transferring was that I didn't know exactly what classes transferred. All my credits were [accepted] but classes that were transferrable were confusing.

(General Studies) Even though [four-year institution] recognizes my Associates Degree, I am still required to take another Math course and public speaking course. I am currently enrolled at PVCC to take public speaking. It would be beneficial to students to know that Math 160 and 161 do not meet transfer requirements - I did not know that before.

(Liberal Arts) I think PVCC should offer different English classes for those who are transferring to a four-year school. I have much more reading now at [four-year institution] and had I not had [instructor] (known to be one of the most challenging professors at PVCC), I would not have been at all prepared. Other students complained about this reading load, but it did not compare to what I have now at [four-year institution].

(Education) Piedmont was a good place to start my postsecondary education. It prepared me well academically to transfer to a four year institution. I was very pleased with the education and I feel that it is very beneficial to a lot of students.

(General Studies) I suggest the guidance department know more about transferring because that is the main goal of many students. Guidance needs to be more aware and more helpful - also more organized. Transfer information should be provided upon request and then properly explained so the student doesn't have to waste time and money taking classes that won't transfer. They need to cooperate more with the other colleges and universities guidance and admissions departments. Transferring should not be a complicated ordeal. Maybe there should be certain counselors who work only with transfer students - and know only the transfer information for other schools. I hope in writing this I am not wasting my time.

Employment

(Business Administration) PVCC was very fair and tough to prepare me for my job field.

(Management) The Management Program really helped me for the business world of [company name]. We have classes within [company name] that covers some of the same material in the classes that I took at PVCC. The computer classes I took really help me with the work I do on the computer on a daily basis.

(Nursing) I feel the nursing program at PVCC prepared me very well for State Boards and my career in nursing.

(Business Administration) I believe that job placement should be enacted to help students after graduation.

(Education) I feel I am better prepared to be a teacher because I earned my associate's first. Some of the courses required for that degree are not required for the degree I am currently seeking. I feel I have a well-rounded education.

(Nursing) I have the opportunity now in my job to work with students from many other schools. I feel that PVCC students are more competent and better able to handle realistic patient care situations. Also, I feel I was very prepared for the State Boards - PVCC passing records in the past speak for themselves.

PVCC Faculty and Staff

(General Studies) I liked the friendly atmosphere and the helpfulness of the faculty and staff at PVCC. This atmosphere should be kept and promoted as the biggest asset of PVCC.

(Management) Presently taking classes through PVCC for general knowledge - PVCC's a wonderful school - all the instructors I've had have been a great help.

(Business Administration) I could not be more pleased with PVCC, particularly the instructors.

(Liberal Arts) PVCC is an excellent community college but, as with most schools, only if one is interested in learning. I must say that at PVCC I have experienced one of the best, in fact the best, teacher I have ever learned under. Unfortunately, also the worst.

(Nursing) As a previously degreed student who decided on an adult career change, I feel very, very fortunate to have been in the area served by PVCC. The teaching is outstanding, the instructors exceptional and the overall dedication and commitment at PVCC is wonderful. I enjoyed my two years of association with PVCC. I would like to single out [instructor, instructor, instructor] and [instructor].

(Science) Hire a full-time physics instructor.

(Science) [Instructor] and [instructor] were the most influential and dynamic professors I had at PVCC. However, I must also point out that there are professors who, in my opinion, do not meet the standards that PVCC should be. In particular [instructor] and [instructor] do not match my opinion of a good and successful professor (I had professors I didn't like at both [four-year institution] and [four-year institution] as well). My disapproval is not due to personality differences or the like; in fact I related well to both [instructor] and [instructor]. I simply do not agree and did not like their methods of teaching, which I feel does not mesh well with what I believe the standards at PVCC should be.

Advising and Counseling Services

(Liberal Arts) My experience at PVCC was good. In the near future I will begin studies again, aspiring to be employed in the mental health field. I have not sought much career counseling at PVCC, but have been satisfied with the counseling I did receive. I am looking forward to stepping through the doors which PVCC has opened for me.

(General Studies) Undecided students should be encouraged to try examining career fields instead of jumping into the first program they think they might be good in. Sometimes those choices are wrong instead of building on their strengths for long term commitment to a better choice.

(Electronics) Did not receive any career assistance from PVCC.

(Business Administration) Better career assistance. I did not receive any help in this area and really did not know where to go to have help.

(General Studies) I have nothing but praise for Piedmont. I was always treated with respect and enjoyed my time spent there. I feel I received a quality education there and I have no faults with Piedmont. I do have some complaints about some of the classes required at Piedmont as well as at four-year schools, but that would take a lot of time and no one has ever really wanted to hear what I have to say. Lastly, I want to praise the counselors at PVCC's office. Most of them were willing to help me any way possible. I think they deserve an extreme amount of credit.

Curriculum (General)

(Career Studies) PVCC curriculum and services are great.

(General Studies) Educate students in their possibilities of further education at other schools.

(Business Administration) The student should be advised that maybe he/she should consider taking art disciplines even if they're in a business degree. When I transferred I had not taken any art related courses and I needed nine credits. So the student may want to choose Art History or something like that to help to meet the required curriculum. Also I needed to take three hours in a humanities discipline because College Comp and Survey of American Lit were similar - so students need to know that and maybe take Philosophy or Religion course. But overall, PVCC has prepared me well and their curriculum, I feel, is sufficient.

Curriculum (Health Care)

(Liberal Arts) I returned to PVCC to get a degree in nursing. PVCC has an excellent nursing program.

(Nursing) I returned to PVCC as an adult learner in the AD Nursing Program; I already hold an MA in a liberal arts field but used the program at PVCC to help me

get a foothold in another field without spending a lot of money. I have nothing but praise for Piedmont - nursing education was excellent. Currently, I'm in a Master of Science in Nursing at [four-year institution] and feel that I was, in general, well prepared both academically and for my job as a staff nurse.

(Nursing) I think the curriculum was good but I was not prepared however for the "real" world of nursing. The workload mainly.

(Nursing) In the nursing program at PVCC, the clinical groups should be smaller so that the instructors have adequate time to spend with each student. I felt like I learned 90% of my clinical skills after I began working as a graduate nurse. In addition, having ten students working under one registered nurse's license is dangerous and stressful considering today's legal issues for nurses.

(Nursing) Excellent nursing program and faculty.

(Nursing) Would love to be able to obtain BSN at PVCC (there's a four-year college, ie. [four-year institution] which sent me a questionnaire regarding this). The AAS-Nursing is adequate for my job at present (and possibly in the future at [company name]) but I would like to some day pursue my BSN. If such a program should come to fruition, please contact me!

(Nursing) For nursing students with hospital experience, an assessment course would be very helpful. Utilize LPN's in the program to teach specific skills to students. Obtain access to Marquette monitors and teach use of Swan Ganz catheters. Arrange to have each student work for at least a brief period of a clinical day with a patient with a chest tube. Teach transfer skills with actual patients during the first year - spend less time on bed-making. Look into [four-year institution's] current second degree to BSN Program plan for creating a Preceptorship over a number of weeks in the hospital and consider implementing it with at least a small number of students who want the experience.

(Nursing) As far as reality preparation, nursing students need to learn how to care for more than one patient at a time. I suggest that by the third semester that students be expected to care for two patients on a clinical day and by fourth semester, care for three patients on a clinical day. Otherwise, I felt relatively well-prepared for the reality of professional nursing.

(Nursing) The Nursing program would benefit from offering a critical care rotation (more than 1-2 days) possibly during the second med-surg rotation.

(Nursing) Only one comment: with tight job market in nursing, other settings could be stressed more in school re: health care delivery. Hospital experiences/clinicals are great; but much care now delivered in nursing homes,

home health, etc. and practical experience in nursing school should reflect this trend.

Curriculum (Business/Accounting)

(Computer Information Systems) Add computer network courses to the CIS curriculum. Include the number keys and special character keys in the computer keyboard typing course instead of concentrating mainly, almost entirely, on the alpha keys.

(Business Administration) Any students planning to further their education in business related major should be required to take a course with computer spreadsheets (ie. Lotus 1-2-3). I found that I was not as prepared as I should have been to use spreadsheets at the university level.

(Business Administration) I feel that the business degree that I earned did not really help to prepare me to get a better job. I feel that a lot of the classes were helpful but yet vague. I learned some general things but nothing that would really help me land a good job. I guess that's what four-year institutions are for.

Curriculum (Other)

(career Studies) More hands on training in the electronics programs.

(Science) Overall I was very satisfied with quality of instruction. However, I was disappointed with the Physics department. As an engineering student, I feel that Physics or one's knowledge of physics is essential for all types of engineering. I was glad to hear that a full-time instructor for the Physics Department was allocated in the school's budget. After transferring to [four-year institution], I compared myself to the other engineering students. I noticed that, in general, students from PVCC tend to be weak in two areas, Physics and computer skills. The engineering students at PVCC could use more time/experience with the following software: Math CAD, Quattro Pro, C++ and a word processor such as WordPerfect.

(Police Science and Law Enforcement) More emphases should be placed on: technical report writing; how to prepare a court case through presentation of case; and interaction with the public/handling difficult persons. I would like to see the college offer miniclasses to expand the law enforcement training.

(Career Studies) I feel that there are many resources in Central Virginia where manufacturers and suppliers could and would stock and supply the labs with equipment and parts so they could be taken apart and studied. I felt the book

work was very good but the lab work was lacking. The instructors could be more prepared and not repeat the same material. More hands on time is definitely needed. The advanced course need to be more enticing so that it will attract more students.